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Guidance in Montana:

**Guidelines for Program
Development K-12**

1992


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PREFACE

In the spring of 1989, the Board of Public Education revised and updated the Montana School Accreditation Standards. One of the new standards is Rule 10.55.710 ASSIGNMENT OF GUIDANCE STAFF. It states that "Beginning 7-1-94, a minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated."

The accreditation standards have also added a requirement stated in Rule 10.55.603 CURRICULUM DEVELOPMENT AND ASSESSMENT that "(1) Local school districts are responsible for incorporating all required learner goals into their curriculum, defining and organizing the program area learner goals into specific curricula" (refer to Appendix M) and that each program area must develop a written curriculum. It also states that "student assessment shall be used to examine the program and ensure its effectiveness."

In summary, the new accreditation standards mandate elementary counselors for all Montana public schools by July 1994. Additionally, schools must establish (beginning by 1991 and concluding by the year 2001) a process for curriculum development and assessment within each specific program area, including guidance.

To assist schools in their development of a written comprehensive guidance program, the Office of Public Instruction contracted with Sherry Jones, a high school counselor at Polson High School and former Guidance Specialist at the Office of Public Instruction, to revise and update the 1982 Office of Public Instruction publication *Guidance In Montana Schools: Guidelines for Comprehensive Program Development K-12*. The 1992 revised document is entitled *Guidance In Montana: Guidelines for Program Development K-12*.

The original 1982 publication was produced under the direction of a statewide guidance steering committee. The steering committee was composed of school board trustees, administrators, school counselors, counselor educators, teachers, students and parents. This 1992 revision maintains the essence of the preceding work and reflects the latest research and professional guidelines for guidance program development. Within this publication one will find a philosophical framework and process for school districts to plan, design, implement, and evaluate comprehensive guidance programs which will meet the intent of the accreditation standards.

Districts may also wish to refer to a companion publication *Guidance In Montana: Ideas That Work*. This publication presents a collection of activities, units, groups and special programs. *Guidance In Montana: Ideas That Work* is intended to serve as a resource to districts that implement comprehensive guidance programs. The publication was developed by Sherry Jones through a 1991 Christa McAuliffe Fellowship.

During her Fellowship year, Sherry worked with her local school district to develop a comprehensive guidance program. Some of the examples you will find in the Appendices of *Guidance in Montana: Guidelines for Program Development K-12* are a product of the Polson School District's work. They are not intended to be a definitive model, but merely as an example for schools as they develop their comprehensive programs.

We, at the Office of Public Instruction, and Montana's counselors are truly indebted to Sherry Jones for her efforts.

ACKNOWLEDGMENTS

Several individuals, agencies and publications were instrumental in the revision of this document. Appreciation and acknowledgment are extended to:

Sherry Jones for her leadership in guidance program development. We, at the Office of Public Instruction, deeply appreciate Sherry, who helped develop the original publication *Guidance In Montana Schools: Guidelines for Comprehensive Program Development K-12*, and who has created its successor, *Guidance In Montana: Guidelines for Program Development K-12*.

The writing consultants listed below for their contribution to the original (1982) document *Guidance in Montana Schools: Guidelines for Comprehensive Program Development K-12*. Much of their work remains in this revision. Special recognition is extended to Dr. Rockne Copple, Counselor Educator, Eastern Montana College; Dr. Rowan Conrad, Counselor, Missoula Vo-Tech; Nancy Ferguson, Counselor, Billings School District; and Don Mullen, Missoula.

The counseling professionals listed below for their input and review of this 1992 revision. Special recognition is extended to Dr. Richard Horswill, Counselor Educator, Montana State University; Nancy Ferguson, Past President Montana School Counselor's Association, Billings School District; Mark Salo, Past President Montana School Counselor's Association, Bozeman School District; and Carol McSweeney, President Elect Montana School Counselor's Association, Columbia Falls School District.

Polson School District #23 for serving as a model in the program development process.

The State Departments of Education, individuals, and publications listed below for leadership in the field of guidance program development. Their work and contributions can be found throughout this document. Special recognition is extended to:

—Dr. Norman Gysbers, Counselor Educator, University of Missouri.

—*Missouri Comprehensive Guidance Model*, Missouri Department of Education, Jefferson City, Missouri.

—*Alaska School Counselor's Handbook* (1991), Alaska Department of Education, Juneau, Alaska.

—*School Counseling Programs: A Resource and Planning Guide* (1986), Wisconsin Department of Public Instruction, Madison, Wisconsin.

—*New Hampshire Comprehensive Guidance and Counseling Program* (1988), Hampton, New Hampshire.

The Office of Public Instruction for its leadership, commitment and technical assistance. Special recognition is extended to Dr. Judith Birch, Guidance Specialist; Spencer Sartorius, Administrator of the Health Enhancement Division; Gail Gray, Assistant Superintendent for the Department of Accreditation and Curriculum Services; and Gail Hansen, Word and Data Processing Supervisor.

INTRODUCTION

Guidance In Montana: Guidelines for Program Development K-12 offers a philosophical framework and a process to help school districts develop guidance programs that are comprehensive, developmental, and accountable. Local districts will want to adapt the information in this publication to local conditions: student needs, staff's knowledge and expertise, available resources, and priorities of the district.

The overall purpose of *Guidance In Montana: Guidelines for Program Development K-12* is to assist local school districts:

- develop written comprehensive K-12 guidance programs that are developmentally-based and reflect identified student needs.
- maximize the use of available human and material resources for guidance programs.
- ensure a cooperative effort among school personnel for the delivery of guidance services.
- improve existing programs.
- establish accountability in guidance programs.

Chapter One presents a definition and rationale for comprehensive guidance programs. In order to meet the divergent needs of our student population, guidance must move from an ancillary services mode to a curriculum-based program with an emphasis on student competencies and outcomes. Chapter One sets the tone for a comprehensive, developmentally planned guidance program.

Chapter Two describes the underlying concepts upon which a comprehensive guidance program is built. The concepts are essential for the transition from ancillary to developmentally planned programs.

Chapter Three explains the program components. These components (guidance curriculum, individual planning, responsive services, system support) define the delivery methods for implementing a comprehensive program.

Chapter Four outlines a process model for planning, designing, implementing, and evaluating comprehensive guidance programs. The process calls for an organizational framework which assesses guidance needs of the student population; states program goals and student competencies based on identified needs; establishes outcomes, strategies and resources for achieving competencies; and evaluates program effectiveness.

The Appendices present examples of materials pertinent to the process model. The examples are taken from a variety of sources, including state departments of education, professional publications and local school districts.

CHAPTER ONE

RATIONALE

Guidance in Montana schools serves to maximize the personal and academic potential of students. All students need help in reaching their potential.

The term "guidance" connotes a somewhat different meaning to different observers. For the purpose of this document, guidance refers to educational services and techniques designed to affect the personal, social, educational and career/life planning development of students.

Guidance, with its many components and goals, is a specialized curriculum. Guidance personnel utilize a body of information and process skills which lead students to effectively take charge of their own lives.

Students' need for guidance is greater than ever. Value conflicts, disruption of the basic family unit, limited employment opportunities for youth and rapid change in our social order affect Montana students as they make decisions that will give direction and meaning to their lives. The stability of family, friends and community is changing with family mobility, divergent values and lifestyles and the complexity of daily living. Today's students have many choices to make which affect their lives, now and in the future. The family and community need help in assisting youth to progress in today's society.

Comprehensive guidance programs serve the divergent and changing needs of students. Research clearly indicates that delinquency, school dropouts and potential behavior disorders can be predicted very early in the elementary grades. Comprehensive guidance programs provide preventive services at the kindergarten level and continue throughout the school years.

DEFINITION

Comprehensive guidance is, and should be, an integral part of each school's educational program. It contains functions and activities that address the different developmental stages that students pass through during their school years. These sequential activities are organized and implemented by certified school counselors with support from teachers, administrators, students, and parents. The components of a comprehensive guidance program include:

1. *Guidance Curriculum* that identifies competencies to be attained by all students at various stages of their development and provides activities to help them achieve these competencies.
2. *Individual Planning* with students and their parents in each content area: personal, social, educational and career/life planning.

3. *Responsive Services* of counseling, consultation, and referral.
4. *System Support* functions that promote effective delivery of guidance services. (*New Hampshire Comprehensive Guidance and Counseling Program* 1988)

In order to implement comprehensive guidance programs, schools must move from traditional school guidance services to a comprehensive, developmentally planned program. In a comprehensive program the emphasis shifts from working with individuals to working with all students; from remediation to prevention; and from unstructured activities to a systematically planned program. A comparison of traditional school guidance efforts with developmental guidance programs is shown below and was excerpted from *A Resource and Planning Guide In School Counseling Programs* (Wisconsin Department of Public Instruction 1986).

Traditional

Crisis Counseling
 Information Service
 Career Information Service
 Scheduling/Programming
 Reactive
 Clerical/Task-Oriented
 Unplanned
 Unstructured
 Maintains Status Quo

Developmental

Preventive Plus Crisis Counseling
 Guidance Curriculum
 Career Planning and Development
 Program Management
 Proactive
 Goal-Oriented
 Planned Daily Activities
 Accountable
 Evaluates and Changes

A comprehensive guidance program addresses the developmental needs of all students through a curriculum-based model and provides a balance of services in four content areas: personal, social, educational and career/life planning.

The demand for accountability in the guidance profession has drastically increased over the last decade. Guidance programs must be accountable. Guidance must do more than mean well; it must demonstrate it does well. Being accountable is simply demonstrating that the guidance program does make a positive difference in the lives of students. Positive student outcomes must be identified and evaluated. These guidelines present a systematic process for developing comprehensive and accountable guidance programs.

CHAPTER TWO

UNDERLYING CONCEPTS

A planned and systematic guidance program is only as sound as the rationale and concepts that guide its development. The philosophical framework for a comprehensive guidance program follows:

GUIDANCE PROVIDES FOR, AND FACILITATES, THE TOTAL GROWTH OF ALL STUDENTS

Basic to guidance is the belief in the unique qualities and rich potential inherent in each individual. Therefore, the focus, direction and purpose of a guidance program are on the student. All students should benefit from the guidance program. Guidance should provide for, and facilitate, the maximum personal and academic development of each student with concern for individual strengths, deficiencies, aptitudes, abilities, interests, values and particular areas of need. The guidance program, as part of the total K-12 educational plan, should offer acceptance, support and specific skills to the student as he or she engages in the dynamic and lifelong process of personal growth.

In addition to consideration for individual students, specific groups of children with special needs include:

- students with disabilities
- gifted, talented and academically able students
- children identified as being “at risk” emotionally, physically or academically by families, agencies or school personnel
- students who have specific needs due to their ethnic or cultural heritage
- disadvantaged youth

GUIDANCE PROGRAMS SHOULD BE DEVELOPMENTAL AND COMPREHENSIVE IN NATURE

The guidance program plan is comprehensive when based on a K-12 sequence with identified needs, goals, objectives and implementation strategies established for population groups. Normal growth and maturation of children occur at definitive developmental stages which are cumulative and sequential. Therefore, goals and objectives must correspond with student developmental needs

and capabilities. Examples of these needs and capabilities, by school levels, are below. These concepts are not absolute. Needs build upon one another, often overlapping into other levels.

K-3—awareness and acceptance of self

4-6—identification of value formation

7-8—identification of personal values interests, aptitudes and abilities

9-12—relate self-concept to personal, educational and occupational goals

Child development is facilitated and enhanced by the K-12 guidance curriculum. Students seek personal identity, form values and beliefs, interact with family and peers, and assume academic and work responsibilities. These enormous developmental tasks may prove overwhelming, particularly if the environment is inadequate or insufficiently supportive. The inability to deal with these tasks successfully results in depression, anti-social behavior, withdrawal and academic underachievement or failure. These are accompanied by a correspondingly diminished sense of self-esteem.

The guidance program provides planned affective education which is appropriate for the particular developmental needs and stages of the individual student. In addition, remedial intervention must be available to minimize and assist in crisis situations. Ongoing assistance helps the student perceive growth and personal development as a series of challenges rather than a set of problems.

GUIDANCE ASSISTS STUDENTS IN THE DEVELOPMENT OF PERSONAL, SOCIAL, EDUCATIONAL AND CAREER/LIFE PLANNING SKILLS

A comprehensive educational curriculum presupposes a balance between the content-oriented cognitive program and the process-oriented affective curriculum (Morgan and Jackson, 1980). Competencies in the cognitive area include skills in reading, writing and computation and the ability to comprehend, synthesize, analyze and acquire knowledge. Affective education emphasizes attitudes and skills which relate to goal setting, decision making, value clarification and communication with others.

Maximum development of personal potential is best accomplished when cognitive and affective educational programs are mutually integrated. Academic growth is often hampered, or blocked, by emotional interference. Appropriate support and guidance alleviate these occurrences and allow continued maturation in the personal, emotional and social areas.

For students at each grade level, a planned guidance program addresses developmental needs and formulates goals in these four content areas:

Personal

- belief in the dignity and worth of self
- awareness and acceptance of self

Social

- awareness and acceptance of others
- development of skills in communications
- development of skills in interpersonal relationships

Educational

- placement in appropriate academic schedule K-12
- assistance with the maintenance of ongoing academic growth and achievement consistent with the potential and demonstrated ability and aptitude of each individual student
- development of study skills

Career/Life Planning

- awareness, exploration, and preparation for career decision making
- awareness of, and skill in, utilizing career resource and reference materials

Effective implementation of education in these areas enables the student to become increasingly responsible and autonomous. This promotes active student participation in the continuous process of development of self.

GUIDANCE PROGRAMS SHOULD BE SYSTEMATIC AND ACCOUNTABLE

Systematic planning, assessment of needs, the implementation of goals and objectives, and formative and summative evaluative procedures all lead inevitably to the development of a guidance program, as distinguished from a series of isolated services. A systematic approach to the organization and administration of guidance services has built-in accountability. Such a program is not intangible, either by design or in outcomes. Results beneficial to students can be readily documented.

GUIDANCE AFFECTS THE LEARNING ENVIRONMENT IN A POSITIVE MANNER

An effective guidance program seeks to create a learning environment that will maximize the student's learning capabilities. Basic to this premise is that the learning process is personal and unique to each student and that the product of learning is affected by the student's perception of self, community and society. Guidance activities and guidance-focused materials enrich the curriculum and cause learning experiences to be personally meaningful. Comprehensive career guidance infused with the educational curriculum at all grade levels gives purpose and meaning to the acquisition of academic skills and knowledge.

AN EFFECTIVE GUIDANCE PROGRAM SEEKS TO CREATE A LEARNING ENVIRONMENT THAT WILL MAXIMIZE THE STUDENT'S LEARNING CAPABILITIES

Remedial and preventive guidance becomes central in providing a positive learning environment. Cognitive learning is hindered when emotional interference exists. Remedial counseling assists students with crisis situations and immediate problems which interfere with the learning process. Whereas remedial counseling is of great importance, the cumulative effectiveness of guidance is impeded if the focus becomes remediation of problems. Major efforts must be centered on preventive services, those services designed to assist students identify strengths and weaknesses which help or hinder educational progress, personal and social growth, and career development. Preventive services provide for the development of coping skills, the encouragement of positive attitudes toward learning, and the identification and remediation of potential learning problems.

Preventive guidance becomes synonymous with developmental guidance as it is integrated into a K-12 program.

GUIDANCE PROGRAMS SHOULD BE FLEXIBLE AND EVOLUTIONARY

All aspects of the guidance program must be continuously evaluated so that they are reflective of the currently existing needs of the student body and of the local community. The guidance program should be attuned to societal shifts and changes which dictate corresponding program changes. It is essential that a strong emphasis be placed on the preventive nature of guidance and that student needs are anticipated. Appropriate and timely intervention strategies may be initiated, such as group guidance for potential dropouts and children of divorce or classes on study skills.

GUIDANCE PERSONNEL INVOLVED IN THE DIRECT DELIVERY OF SERVICES SHOULD HAVE SPECIAL SKILLS AND TRAINING

The implementation of a comprehensive guidance program requires personnel who are trained, competent and knowledgeable in a variety of areas. Goals and objectives lead to a multiplicity of tasks and strategies designed to provide maximum personal, academic, social and career development for highly divergent student populations. Students vary in their development. They range from precocious to slow, academically gifted to severely mentally retarded and gregarious to withdrawn. Students may have an acute need for special support and services or may be scholastic achievers and socially well adjusted. Each of these students must be effectively and skillfully served by guidance personnel to ensure optimal personal growth.

Competencies in the following areas are essential:

Human growth and development—including developmental needs of students, human behavior and learning theory

Societal and cultural influences—including forces and changes with particular reference to sex, socio-economic, ethnic and minority groups

Individual and group counseling—including parent and teacher consultation, group dynamics and facilitative skills

Decision-making skills—including skills for personal, social, educational and career/life planning

Vocational and career development—including occupational and educational information and career development theory and practices

Student appraisal—including data collections, administration and interpretation of interest, achievement and aptitude tests, and identification and remediation or referral of learning and developmental deficiencies

Program development and evaluation—including planning, implementing and evaluating

Professional ethics and law—including ethics related to practices of counseling and rights and responsibilities of students and parents

Guidance personnel can acquire competency in these areas through preservice and inservice training programs. In addition, professional growth in knowledge and skills can be ensured by continuing membership in local, state and national professional organizations; by participating in inservice workshops, seminars, accredited graduate courses; and by professional reading. (See Appendix A for accreditation and certification information and Appendix B for professional counselor organizations.)

GUIDANCE SHOULD BE COORDINATED WITH OTHER AGENCIES

It is of critical importance that the guidance staff maintain, and use effectively, a current listing of resource agencies and personnel involved in providing specialized services for young people. Some of these include:

- Department of Social and Rehabilitation Services
- Department of Family Services
- Youth court officials
- Mental Health Center
- Local center for the treatment of substance abuse
- Big Brother-Big Sister Program
- Youth homes, halfway houses, group homes

- Local tutoring services
- Agencies providing counseling and medical services
- Emergency telephone numbers—child abuse, runaways, etc.
- Local church groups

GUIDANCE RESPONSIBILITIES SHOULD BE SHARED WITH OTHERS

The shared commitment, energy and expertise of many individuals contribute to the effective implementation of a planned guidance program. These individuals may include the members of the guidance committee, nurses, teachers, parents, students, administrators, paraprofessionals and the guidance staff. Particular areas of training and skills should be assessed, coordinated and utilized appropriately.

Broad-based involvement in the delivery of guidance services and development of the guidance curriculum promotes a sense of responsibility for all participants and maximizes the impact of the program for the student.

- Parents should have input into stating the needs they perceive their children and their school to have. They must be partners in efforts to remediate social and academic behavior in any attempts to intervene with their children.
- Teachers are a critical part of the guidance program. They serve as referral sources to identify children in need. Teachers may be active participants in the delivery of guidance services within the classroom.
- Administrators facilitate and implement local school district policy. These policies provide direction, encouragement and mandates for the continued development and implementation of guidance programs.

CHAPTER THREE

PROGRAM COMPONENTS

A comprehensive guidance program that responds to the developmental needs of students should focus on four program components. These components become the delivery method for implementing the guidance program:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

The following material was excerpted from *Developing and Managing Your School Guidance Program* (Gysbers and Henderson 1988).

GUIDANCE CURRICULUM

The purpose of the guidance curriculum is to provide all students with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. The guidance curriculum consists of structured developmental experiences presented systematically through classroom and group activities K-12. While counselors' responsibilities include the organization and implementation of the guidance curriculum, the cooperation and support of the entire faculty and staff are necessary for its successful implementation. The guidance curriculum is delivered through such strategies as:

Classroom Activities: Counselors teach, team teach or assist in teaching guidance curriculum learning activities or units in classrooms, the guidance center, or other school facilities.

Group Activities: Counselors conduct groups outside the classroom to respond to students' identified interests or needs.

Suggested Time Allocations:

Elementary	35%-45%
Middle/Junior High School	25%-35%
High School	15%-25%

INDIVIDUAL PLANNING

Individual planning consists of activities that help all students plan, monitor and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational and personal goals. The activities in this component are counselor planned and directed. These activities are generally delivered on an individual basis or by working with individuals in small groups. Individual planning is implemented through such strategies as:

Individual Appraisal: Counselors work with students analyzing and evaluating students' abilities, interests, skills and achievements. Test information and other data are the bases for assisting students in developing long-range plans.

Individual Advisement: Counselors work with students using personal-social, educational, career and labor market information in planning personal, educational and occupational goals. The involvement of students, parents and the school is critical in planning students' programs that meet their needs.

Placement: Counselors assist students in making the transition from school to work or school to further education and training.

Suggested Time Allocations:

Elementary	5%-10%
Middle/Junior High School	15%-25%
High School	25%-35%

RESPONSIVE SERVICES

Responsive services consist of activities that meet the immediate needs and concerns of students providing counseling, consultation, referral, or information. Responsive services are delivered through such strategies as:

Consultation: Counselors consult with parents, teachers, other educators, and community agencies regarding strategies to help students.

Personal Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action is taken.

Crisis Counseling: Counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.

Referral: Counselors use referral sources to deal with crises such as suicide, violence, abuse and terminal illness. These referral sources may include:

- Mental Health Agencies
- Employment and Training Programs

- Vocational Rehabilitation
- Juvenile Services
- Social Services

Suggested Time Allocations:

Elementary	30%-40%
Middle/Junior High School	30%-40%
High School	25%-35%

SYSTEM SUPPORT

System Support consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented through activities in the following areas:

Professional Development: Counselors need to be involved regularly in updating their professional knowledge and skills. This may involve participating in regular school inservice training, attending professional meetings, completing postgraduate course work, and contributing to professional literature.

Staff and Community Relations: This involves orienting staff and the community to the comprehensive guidance program through such means as newsletters, local media, and school-community presentations.

Consultation with Teachers: Counselors need to consult with teachers and other staff members regularly in order to provide information to support staff and to receive feedback on emerging needs of students.

Advisory Councils: Serving on departmental curriculum committees, community committees or advisory boards are examples of ways to support other programs in the school and community and to gain support for the guidance program.

Community Outreach: Included are activities designed to help counselors become knowledgeable about community resources and referral agencies, field trip sites, employment opportunities, and local labor market information. This may involve counselors visiting local businesses, industries, and social services agencies on a periodic basis.

Program Management and Operations: This includes the planning and management tasks needed to support activities conducted in a comprehensive guidance program. It also includes responsibilities that need to be fulfilled as a member of the school staff.

Research and Development: Guidance program evaluation, data analysis, follow-up studies, and the continued development and updating of guidance learning activities and resources are some examples of the research and development work of counselors.

Suggested Time Allocations:

Elementary	10%-15%
Middle/Junior High School	10%-15%
High School	10%-15%

CHAPTER FOUR

THE PROCESS MODEL

This chapter outlines a process for readers, be they teachers, counselors, administrators or school board trustees, to become involved in the design of a comprehensive guidance program.

Comprehensive program development is a process to plan, design, implement, and evaluate program effectiveness. A measure of that effectiveness will be the program's ability to identify and meet the changing needs of students. Consequently, the process provides for purposeful change and growth. A school district which supports this process will see the relevance of the process for (1) designing new guidance programs, (2) improving existing guidance programs, and (3) evaluating and documenting guidance program effectiveness.

Effective guidance programs require a continuous process of planning, designing, implementing and evaluating. The continuous process is presented in four phases:

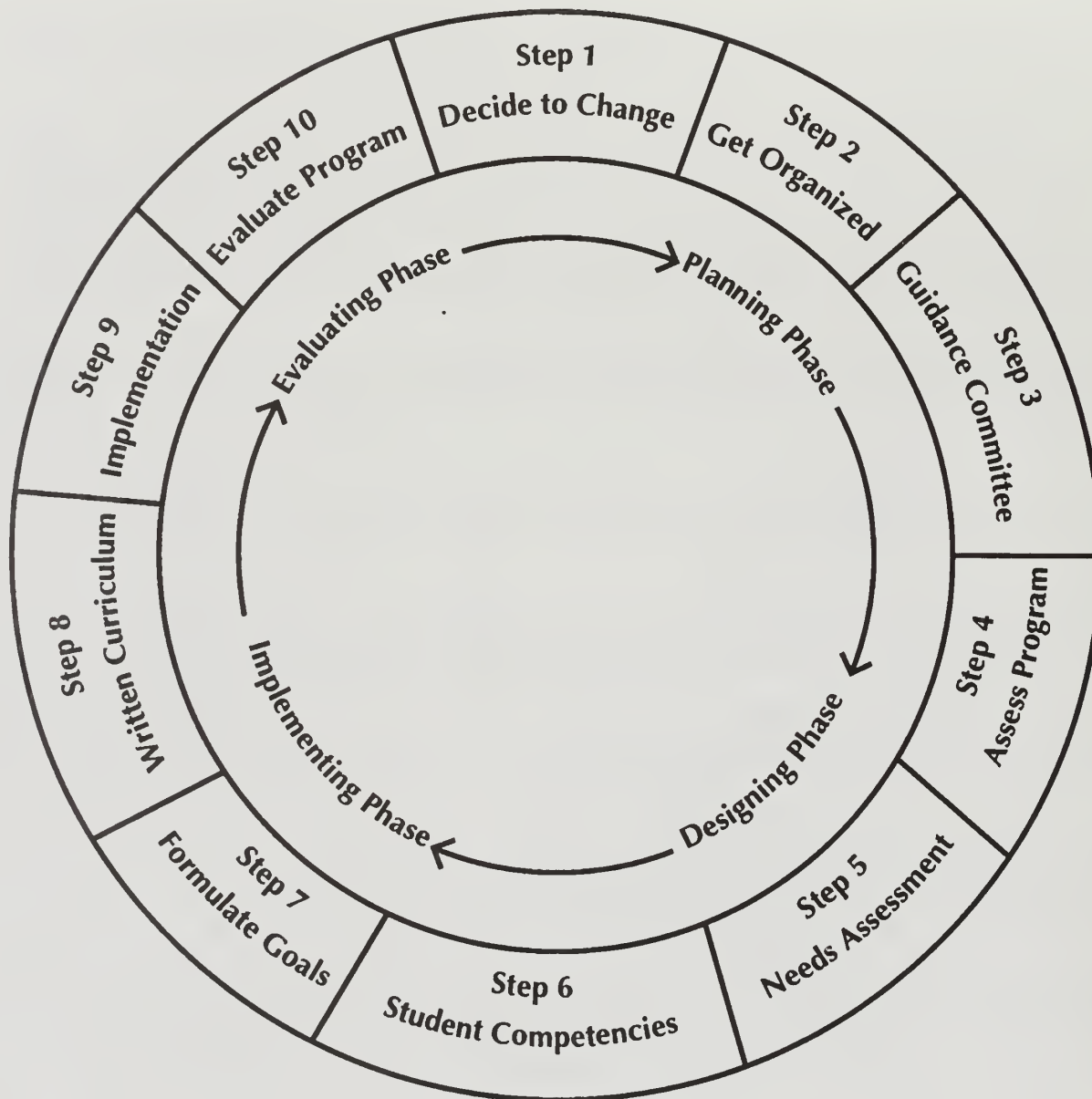
- I Planning Phase
- II Designing Phase
- III Implementing Phase
- IV Evaluating Phase

The phases are further defined by ten sequential steps. Those steps are:

- I Planning Phase
 - Step 1: Decide To Change
 - Step 2: Get Organized
 - Step 3: Select Guidance Committee
 - Step 4: Assess Current Program
- II Designing Phase
 - Step 5: Conduct Needs Assessment
 - Step 6: Identify Student Competencies
 - Step 7: Formulate Goals
 - Step 8: Develop Written Curriculum
- III Implementing Phase
 - Step 9: Plan Implementation
- IV Evaluating Phase
 - Step 10: Evaluate Program

The phases and steps are sequential and interrelated, as shown in Figure 1. It is possible to begin at any step, provided the preceding step(s) has already been successfully accomplished.

FIGURE 1



STEP 1

DECIDE TO CHANGE

Districts readily see the importance of a comprehensive, developmentally planned guidance program. The challenge is how to make the transition from an existing program to a comprehensive program.

Three conditions are necessary to successfully meet this challenge:

- The board of trustees and administrative staff make a commitment to the process. The guidance personnel will need to meet with the board of trustees and district administrators to gain support and approval for a comprehensive guidance program. The support is crucial to ensure allocation of resources, release time for planning, and approval of the final product.
- The guidance personnel and/or district administrator(s) recognize a need for change, revision, and/or evaluation. The guidance personnel will need to become familiar with the comprehensive program model; the curriculum planning process; implementation strategies; and evaluation tools.
- The key administrator(s) actively participates in the process. Active participation on the part of administrators will ensure the elimination of current guidance activities that do not support new priorities identified in the curriculum planning process.

STEP 2

GET ORGANIZED

A model for curriculum development will need to be selected. The model presented in this document was adapted from the Missouri Comprehensive Guidance Model and the work of Dr. Norman Gysbers, Counselor Educator at the University of Missouri. However, Montana districts have the freedom to select any model that best fits their curriculum design and philosophy. Each district will need to adapt an organizational structure and model that has a “common language” in curriculum design throughout their district.

The following schematic in Figure 1.1 represents the Montana curriculum development model presented in this document.

**MONTANA
GUIDANCE PROGRAM
MODEL**

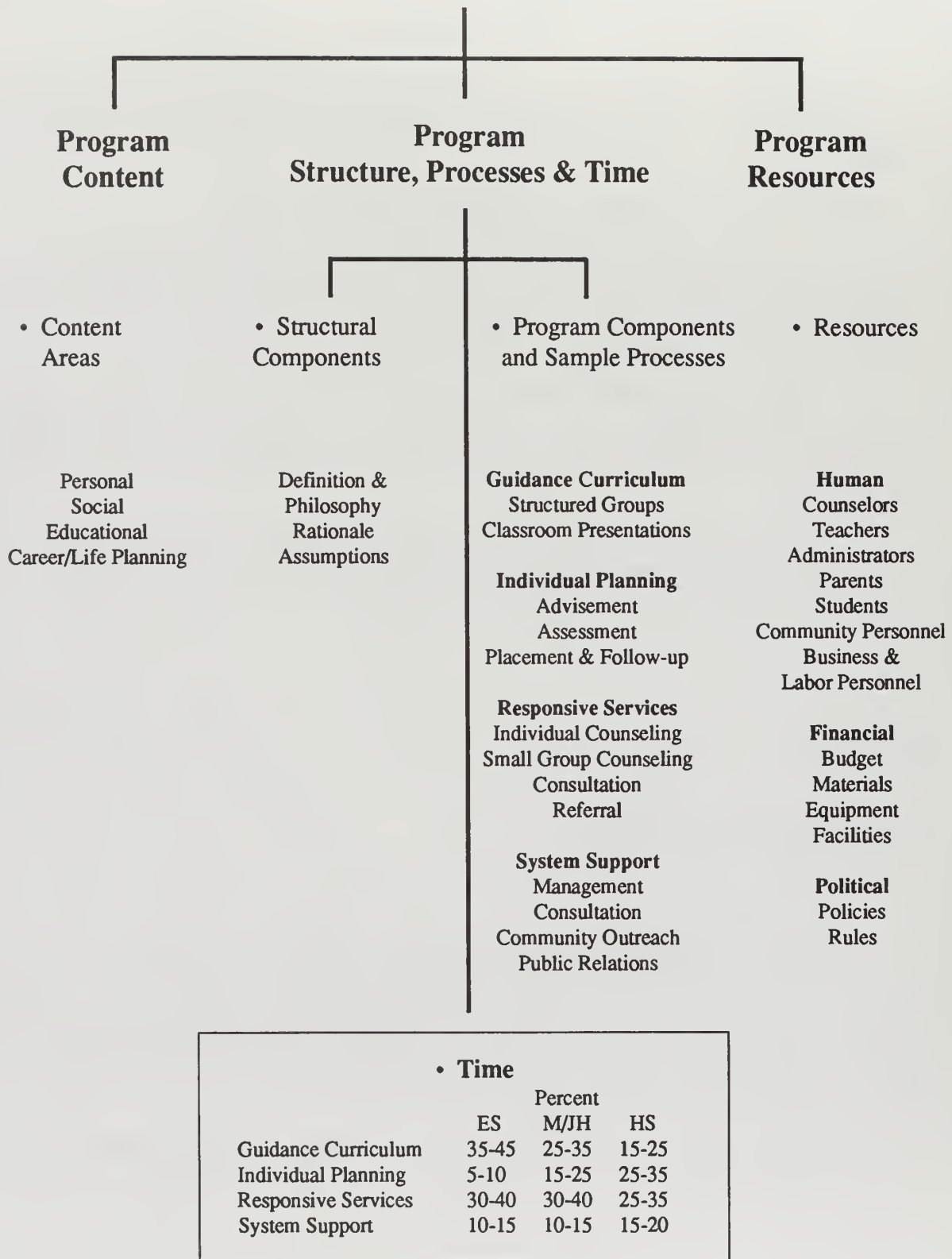


Figure 1.1: Adapted from: Missouri Comprehensive Guidance Model and the work of Dr. Norman Gysbers, Counselor Educator, University of Missouri.

Written proposal

Once a curriculum model has been selected, a written proposal specific to each district should be developed. The proposal would define and articulate the:

- rationale for comprehensive programming
- structural and program components
- curriculum planning process

The written proposal will serve as an overview of the guidance program model for the district personnel and the guidance committee members. An example of a written proposal is presented in Appendix A.

STEP 3

SELECT GUIDANCE COMMITTEE

Essential to the success of the guidance program development will be the involvement of representative populations directly or indirectly affected by the guidance program. A guidance committee serves to assess and review the present program, propose ideas and promote an understanding of the guidance program within the school and community.

The guidance committee should include representatives from students, parents, teachers, counselors, administrators, and possibly school board trustees. The inclusion of community representatives and human service workers may contribute additional perspectives.

Members may be selected through appointments or from volunteers. Membership of the guidance committee may be affected by school district size. However, a committee is crucial to any school district regardless of size. Membership is recommended not to exceed 15.

Guidance committee organization

Larger districts may choose to organize a district guidance committee comprised of select administrators, school board members, counselors and teachers. Their purpose may be primarily to oversee and guide the curriculum planning process. In addition, at each building level, a building committee would be organized. The building committees would be comprised of representative teachers, students, parents and building-level counselors and administrators. The purpose of each building committee is to assist in the actual design and implementation of the guidance program.

The guidance committee will need to be trained in the comprehensive program model in an effort to gain their support, commitment and trust.

Guidance committee functions

The guidance committee serves the school district and functions within the conditions established for similar curriculum and advisory committees. Functions might include:

- Establish a mission statement to give purpose and direction for members.
- Prepare a master timetable to provide direction to the process.
- Determine the status of the existing program. A checklist, such as the one found in Appendix B, may be used to assist the committee.
- Define the structural and program components of the guidance program.
- Write/revise the district's guidance philosophy to ensure that it complements the educational philosophy of the district and reflects the elements of a comprehensive guidance program.
- Determine desired percentages of counselor time to be assigned to each program component (guidance curriculum, individual planning, responsive services, system support) at each building level.
- Identify key decision makers (those persons in the school and community whose understanding and support will generate resources for the guidance program).
- Identify the characteristics of the students (the social, cultural, economic and political factors unique to the community) which would influence the needs of students.
- Participate in the preparation, administration and analysis of the needs assessment.
- Assist in developing goals, competencies and strategies to meet the identified needs.
- Serve as an advocate of the guidance program.

STEP 4

ASSESS CURRENT PROGRAM

The transition from the current program to a comprehensive program will require a comparative assessment of what is currently in place with what is wanted. An assessment of the current program will require the following:

- Identify current resources available, including personnel, facilities and materials.
- Identify current guidance responsibilities and activities.
- Identify who is served by the current program.
- Complete a time-task analysis.
- Prepare a summary of the current program assessment.

Complete time-task analysis

A time-task analysis is used to survey and analyze the distribution of time and tasks performed by counselors. The analysis is conducted at the beginning of the planning phase to provide base-line data for the allocation of counselors' time and tasks.

Counselors are asked to complete a time-task analysis one day each week, every week of the school year. The time-task analysis is developed around the four program components: guidance curriculum, individual planning, responsive services, and system support. A fifth column, non-guidance, is included to help delineate those activities that are non-guidance. Each district will need to adapt the analysis form to reflect the type of activities performed by school counselors and to ensure consistency in reporting. An example of a Time-Task Analysis Form is presented in Appendix C.

Non-guidance activities

Non-guidance does not imply unimportant activities. The non-guidance activities are very likely an essential part of the overall school program. The question is: Are these activities best and most effectively performed by guidance personnel? The problem exists: Some counselors have come to identify themselves with non-guidance activities. Some districts have come to rely on counselors performing these tasks. It will become the responsibility of the guidance committee to make recommendations for reassignment of non-guidance activities if they do not support the priorities identified through the curriculum planning process.

STEP 5

CONDUCT NEEDS ASSESSMENT

An essential step is to ascertain guidance needs, since goals and competencies established on the basis of a needs assessment are more apt to be relevant. Most importantly, the assessment of needs:

- provides concrete data for the basis of a guidance program.
- establishes priorities for program planning and/or revisions.
- provides for an accountability base in the guidance program.

A needs assessment identifies priorities of the guidance program within the philosophical framework of the school and community. The assessment determines what the students' needs or desired outcomes are. The process provides support for the continuation of successful guidance activities with sufficient feedback for change if necessary.

The assessment process

The guidance committee will design the needs assessment. Their input and involvement throughout will be the key to a successful and relevant assessment.

There are a variety of ways to determine guidance needs of students. Interviews, analysis of community communications, surveys and developmental needs analysis will be briefly explained.

Interviews—Group or individual interviews permit the use of structured and open-ended questions. The information acquired can be useful but time consuming to collect. Validity depends upon knowledgeable sources and the quality of the interview process.

Analysis of community communications—An ongoing analysis of newspaper, television and radio may present useful information as well as different perspectives to student needs.

Developmental needs analysis—A study of the developmental needs of a given age group that falls within the span of the guidance program.

Surveys—A survey approach which involves students, parents, teachers and administrators in identifying priority needs from a list of potential guidance needs is recommended.

Defining student needs

It is important to carefully select items for the needs assessment. The results of the needs assessment will shape your final guidance program. Student competencies, upon which the guidance curriculum is established, are simply a restatement of student needs. Needs should be considered which address the fundamental aspects of the guidance program. Equal importance should be given to the four content areas (personal, social, educational, and career/life planning) as items are selected for the instrument. A list of student needs should be generated from content area and grade level or grade-level grouping. A preliminary study of developmental needs and stages of human development will assist the guidance committee in selecting need items for the assessment. Sources of human development theory are Havighurst, Sullivan, Erikson, Piaget, Kohlberg, and Super.

Items for a needs assessment can be generated at the local level or may be selected from instruments already developed. In choosing items for the assessment instrument, districts may find it helpful to refer to compiled lists of student competencies. A list of student competencies and indicators of the National Career Development Guidelines are presented in Appendix D.

Assessment instruments

Examples of needs assessment instruments appear in Appendix E. These examples may, or may not, be appropriate to a given local situation. The guidance committee is encouraged to develop a technique or instrument unique to its school and community.

Planning for data processing

The type of data processing to be used will need to be considered at this time. The data collected may be useless if the procedures for analyzing and summarizing have not been addressed. If a computer is used for processing, a programmer should be consulted with at this stage.

Defining the population

Ideally, every population affected by the guidance program will participate in the needs assessment. Identify the population groups of students to be assessed: K-5, 6-8, 9-12. Needs assessments may be done by grade spans or grade levels, depending on time and resources available to the committee. When appropriate, students should serve a primary role in assessing their own needs as defined by age level. Do not make assumptions about their needs. The simple act of asking people what their needs are, rather than guessing, adds credibility to the program.

A representative sample is recommended for large schools or districts. In smaller schools of 200-300 students or less, it is desirable to assess the total population.

Prioritizing Needs

An analysis will determine what needs are most important. The subgroups ranking the needs may not completely agree as to which needs are most important. The committee will need to select a system for weighing the importance of each group's perception.

Prioritizing needs is critical. Seldom will resources be sufficient to meet all needs. A rank order of needs by importance encourages school districts to set priorities.

Cluster needs

Identifying clusters, or groups of similar needs, will expedite the following steps. A review of the needs list will identify clusters of similar needs. Identified needs such as:

- to accept and like myself better,
- to develop more confidence in myself, and
- to accept and deal with personal disappointments

all deal with building confidence and self-esteem. Clustering does not imply rewriting need statements to encompass others. This will be done in the goal statements.

Presenting the data

A system for data presentation is necessary for later reports. Various methods are appropriate: rank order of responses, percentiles, raw tally totals, charts, bar graphs. Select a method easily interpreted by others.

The guidance committee should now have the guidance needs of students by rank order of importance and by grade-level groupings.

STEP 6

IDENTIFY STUDENT COMPETENCIES

The needs assessment data will need to be translated into student competency statements. Student competencies are merely a restatement of student needs. Example:

Need Statement: To understand, accept, and like myself better

Student Competency: Students will understand, accept and like themselves

The term competency can be used interchangeably with student outcomes, learner outcomes or program objectives. Select the terminology that best fits with your district's overall curriculum design.

The student competencies are identified:

- Prioritize those student competencies which were validated through the needs assessment.
- List student competencies by content areas and grade levels or grade-level groupings.
- Cluster the student competencies into similar categories. The clustered student competencies will be further defined by goal statements.

STEP 7

FORMULATE GOALS

Goals reflect the general intentions of the guidance program. Criteria for well-written goals include:

- being student-centered
- being directed to student outcomes
- reflecting the intent of the identified need(s)
- adhering to the educational and guidance philosophy of the school and community

Written goals need to be developed for the student competencies identified in Step 6. A goal may be written to cover more than one competency or group of competencies. A manageable list of goals should include no more than 15. The elimination of lowest priority needs may serve to make the list manageable.

The process will include an examination of existing guidance goals as they meet identified competencies. It is plausible that existing guidance goals are not deemed important, as identified by need or need priority. A reallocation of time and redirection of existing program goals may be warranted to better serve guidance needs. An example of guidance program goals is presented in Appendix F.

Consult decision makers

The guidance committee completes the task of writing goals pertinent to the identified student competencies and needs. To ensure that goals are consistent with school policies and philosophies, frequent consultation with key decision makers, including the superintendent and board of trustees, is recommended.

STEP 8

DEVELOP WRITTEN CURRICULUM

A necessary and integral component of a comprehensive guidance program is the written curriculum plan. The written plan serves as a structural guide for the delivery of guidance services, thus setting the parameters of the guidance program.

Developmental scope and sequence chart

The written plan must be organized around a developmental scope and sequence. Therefore, it may be helpful for districts to organize their curriculum data into a scope and sequence chart. Such a chart would incorporate the content areas, program goals and student competencies by grade level. An example of a scope and sequence chart is presented in Appendix G.

Select outcomes, activities and resources

With the assistance of the guidance committee, select appropriate outcomes, learning activities, and resources which address the student competencies. The student outcomes are essentially the same as competencies, but broken down into smaller steps that are more readily measurable. Student outcomes are written so that behavior is observable, thus measurable. Figure 1.2 presents an example of a student competency broken down into measurable outcomes.

The student outcomes should reflect what students will accomplish as a result of the strategies and experiences provided. Measurable outcomes must be more than a statement of what teachers or counselors will do to, or for, students.

Numerous methods of writing curriculum plans are found in guidance documents and other professional literature. The format suggested in these guidelines provides a logical process for presenting the curriculum plan. Select a format most consistent with available time, resources and expertise. Whatever format is chosen, these common elements should be evident: *who* will be able to do *what*, to *what extent* and *how* it will happen.

These guidelines suggest that a curriculum plan is easier to write when broken into specific elements:

- Competency statement - *who* will be able to do *what*
- Measurable outcomes - to *what extent*
- Strategies and resources - *how* will it happen

The competency statement identifies *who* will be able to do *what*. To *what extent* is answered by specific measurable outcomes derived from the competency statement. The outcomes identify what a student is expected to know and/or do as a result of guidance activities. Outcomes are a key to evaluating program effectiveness. Strategies and resources used to achieve outcomes define how it will happen. Examples of strategies could be individual or group counseling, classroom guidance, parent consultation, or inservice presentations.

Current guidance activities may already be helping students achieve competency outcomes. Other competencies may require new programs, strategies and activities. A search of literature, reviewing catalogs, talking with colleagues and participating in workshops may identify appropriate programs or strategies. *Guidance In Montana: Ideas That Work* presents a collection of guidance activities, units, groups and special programs that were designed to be used in K-12 guidance programs. The document was developed as a companion to this publication and is available from the Office of Public Instruction.

Curriculum plan

To illustrate how a guidance curriculum may be written and to show its relationship to content areas, goals, grade level and competencies, examples are presented in Figures 1.2 and 1.3. Note: There will be more than one competency written for each goal and several outcomes written for each competency.

Figure 1.2

Goal: To help students develop an understanding and appreciation of self.

Grade Level: K-4

Competency: The students will understand, accept and like themselves.

Outcomes:	Strategies:	Resources:	Evaluation:*
<ul style="list-style-type: none"> -Describe personal strengths and weaknesses -Make positive statements about themselves 	<ul style="list-style-type: none"> -Classroom guidance sessions in grades K-4 conducted by counselor 	<ul style="list-style-type: none"> -IALAC filmstrip & book by Argus Communications -DUSO I & II by American Guidance Service -100 Ways to Enhance Self-Concept in the Classroom by Canfield & Wells -Games Children Should Play by Cihak & Heron -Warm Fuzzy filmstrip & book by Argus Communications -Liking Myself by Pat Palmer -I Am Somebody by Green 	

Figure 1.3

Goal: To help students develop an understanding and appreciation of self.

Grade Level: K-4

Competency: The students will understand and appreciate their uniqueness.

Outcomes:	Strategies:	Resources:	Evaluation:*
<ul style="list-style-type: none"> -Describe their appearance and favorite activities -Recognize special characteristics about themselves 	<ul style="list-style-type: none"> -Classroom guidance sessions in grades K-4 conducted by counselor 	<ul style="list-style-type: none"> -IALAC filmstrip & book by Argus Communications -DUSO I & II by American Guidance Service -100 Ways to Enhance Self-Concept in the Classroom by Canfield & Wells -Games Children Should Play by Cihak & Heron -Warm Fuzzy filmstrip & book by Argus Communications -Liking Myself by Pat Palmer -I Am Somebody by Green 	

*Evaluation will be explained in Step 10.

STEP 9

PLAN IMPLEMENTATION

Step 9 moves the guidance committee through the process of comparing, reassessing, and developing plans for resources and program implementation.

At the completion of Step 8, the guidance program is presently defined in an ideal state. Before finalizing the program, what is ideal must be compared to what is realistic and practical. This involves the comparison of the identified student competencies and outcomes to the existing program, and available time and resources.

Compare

Refer to Step 4 and the summary of the current program assessment. This assessment must be compared to the newly established program. The analysis will determine those current activities performed by guidance personnel which are:

- directly related to student competencies and outcomes
- indirectly related to student competencies and outcomes
- not related to student competencies and outcomes

The guidance committee has previously determined the desired percentages of counselor time by program components. A comparison of the Time-Task analysis to the desired time allocations is now required. As the comparison is made, note the discrepancy between the two. An example of a Time Distribution Form is presented in Appendix H. The form will assist the committee in completing the comparison.

Tasks and activities not serving the identified needs should be modified or eliminated. Alternative means to accomplish the services more efficiently should be explored.

The preceding activity may have transferred some guidance duties, for the purpose of best allocation of time and resources, to other school personnel. Some duties may remain the primary responsibility of the guidance personnel. Such duties may not have measurable student outcomes and may be difficult to evaluate in terms of specific student performance. These types of activities will fall within the realm of system support.

The curriculum plan should reflect to what extent the student competencies will be developed within the program components. The percentage of the counselor's time designated to each program component (guidance curriculum, individual planning, responsive services, and system support) must be compared against the priorities established by the guidance committee.

Reassess

The curriculum plan will need to be reassessed based on what is attainable with available resources, both human and material. This process will require consideration of:

Time—Is there enough time available to accomplish the curriculum plan? Student competencies may be eliminated, or substitutions made, depending on time constraints.

Resources—Are there sufficient resources, both human and material, to accomplish the curriculum plan? Identify resources available to the guidance program, including teachers, administrators, counselors, parents and community members.

The priority of student competencies may have to be modified or postponed based on the reassessment of time and resources. Some student competencies may be best addressed by other departments. It is essential that counselors work closely with those departments to provide appropriate assistance and resources.

Resource development

Resource development is a product of the reassessment process. Discrepancies between staff competencies and availability of resources to meet student needs may become apparent. A plan for staff development may be warranted for specific skill acquisition and professional growth. A worthy guidance activity may have been postponed due to lack of material resources. The plan for resource development should include procedures to purchase, borrow or develop essential resources.

Master calendar

Develop a master calendar of the school year, categorizing activities under the appropriate components. The master calendar systematically shows how each building level is going to accomplish the curriculum plan. An example of a master calendar format is presented in Appendix I.

Job Description

A job description will further define and clarify the role of the school counselor. As a job description is developed ensure that it reflects the actual job tasks and responsibilities of each building-level counselor. An example of a job description is presented in Appendix J.

STEP 10

EVALUATE PROGRAM

Evaluation is a process used to determine the effectiveness of the guidance program. The process should be systematic, comprehensive and ongoing. There are various levels and methods for evaluating programs to “be accountable.” Comprehensive program development is in itself an evaluation process. In Step 5, the needs assessment identified student needs. Step 9 reassessed the curriculum plan based on an evaluation of time and resources. Evaluation has and will continue to occur throughout the planning and designing stages of the process.

These guidelines suggest that an evaluation plan should cover three aspects:

- Program evaluation
- Student outcome evaluation
- Personnel evaluation

Program evaluation

Program evaluation is simply an evaluation of the structure and implementation of the guidance program. It includes an examination of the four program components in relation to program standards. An example of a program evaluation is presented in Appendix K. The evaluation form is offered as an example. Schools are encouraged to construct a program evaluation form which is specific to their district.

Student outcome evaluation

A variety of techniques, including tests, observations, surveys, daily logs, questionnaires and interviews may be devised or purchased to measure attainment of student outcomes. An internal evaluation of outcome completion is an effective tool for evaluation requiring minimal time. The internal evaluation is the counselor’s or teacher’s documentation of outcome attainment. An example of outcome evaluation is:

18 of 20 students could list, in sequence, the major steps involved in making decisions.

The evaluation measures *how well* the outcome was achieved. Collection of evidence necessitates organizing and compiling data for immediate feedback and year-end reports. An expansion of the curriculum plan to include the evaluation measurement will expedite the process. Figure 1.4 presents an example of student outcome evaluation within the curriculum plan.

Figure 1.4

Goal: To help students develop the skills for decision making as it applies to personal and career goals.

Grade Level: 5-8

Competency: The student will demonstrate skills in making personal and educational decisions.

Outcomes:	Strategies:	Resources:	Evaluation:
<ul style="list-style-type: none">-Describe personal values & attitudes that affect their decisions-List in sequence the major steps involved in making decisions-Demonstrate the decision-making process in group guidance activities	<ul style="list-style-type: none">-Classroom guidance sessions in grades 7-8 conducted by counselor & teacher	<ul style="list-style-type: none">-Counselor developed unit	<ul style="list-style-type: none">-20 of 20 students completed values worksheet-18 or 20 students listed in sequence the steps to decision making-20 of 20 students completed the group guidance activity

Student outcome evaluation can also be achieved through the use of a student assessment instrument. Student needs were based on the results of a needs assessment. These student needs were rewritten as student competencies for which the curriculum plan was designed. These competencies can now be rewritten as a student assessment instrument.

The student assessment instrument should be brief and easy to complete. Ideally the entire student population would be assessed when appropriate per grade level. Otherwise, a sampling of the student population would meet the requirements for the evaluation process. An example of a student outcome evaluation is presented in figure 1.5

Figure 15

Sample: Student Outcome Evaluation

Directions: For each statement below, check the column whose heading best describes how much you can do what the statement says.

	I Cannot Do It	I Can To A Small Degree	I Can To A Greater Degree	I Can To A Very Great Degree
1. I can describe the things I like about myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can describe the things about myself I want to change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can explain the things I must do to improve my school performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can describe the academic expectations my friends have of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Personnel evaluation

The personnel evaluation, specific to school counselors, provides a summative evaluation of their effectiveness. Many districts require that the personnel evaluation be consistent for all district staff. If your district has the latitude to create an evaluation tool specific to the unique tasks of a school counselor, many examples are available through guidance literature and the American School Counselors Association. An example of a personnel evaluation form is presented in Appendix L.

Monitoring data

Some evaluations will be ongoing while others will be accomplished at specified times in the school year. Evaluation requires continual monitoring of program needs and student competencies.

A major value of comprehensive program development is that program competencies include the criteria for determining whether outcomes have been reached. Continual monitoring of desired outcomes and strategies will allow feedback for continuation of successful activities and modification or elimination of ineffective elements.

Recycling data

Recycling the data back into the planning and designing stages is paramount to program effectiveness. The recycling procedures may result in expansion, modification or termination of services, activities, personnel, resources and facilities. The recycling process ensures that the guidance program meets the changing needs of students.

Reporting data

Results of the evaluation process are compiled, summarized and presented to the district administrators, school board trustees and other key decision makers. The type of format used should be appropriate to the receiving audience. It can be a simple statement of outcome results or an elaborate system of graphs. Most importantly, it should be concise and easy to understand and to the point. The evaluation process will:

- determine program effectiveness
- provide support to the guidance program
- help school personnel communicate the worth of the guidance program to school and community members
- provide greater efficiency in time, personnel and resources
- give direction for needed change and growth

SUMMARY

The process outlined in these guidelines provides for planning, designing, implementing and evaluating comprehensive school guidance programs. Programs can be comprehensive when based upon (1) a K-12 developmental sequence, (2) personal, social, educational and career/life planning needs of students, and (3) translating student needs into goals, competencies, outcomes, implementation strategies and evaluation procedures. Programs are accountable when they can demonstrate a positive influence on students.

Repeatedly emphasized in the document has been the importance of involving representative school populations in the program development process. Timelines for program development must be based on local demands and resources. Start with step one and work through the process. Smaller school districts may be likely to complete the process within one school year. In larger school districts, it may take two to three years before the program is totally operational.

Completing the process will create outcomes that serve the needs of students across the state. Completion of the outlined process will enable a school district to:

- develop programs unique to their schools and communities based upon identified student needs.
- build evaluation procedures for establishing and maintaining program effectiveness.
- maximize the use of available resources, both human and material.
- verify that the guidance program is an integral part of the education system.

Whereas the focus of this document has been to present a systematic process for developing, improving and evaluating comprehensive guidance programs, the central purpose remains to enhance meaningful learning experiences for all students in the state of Montana.

APPENDIX A

POLSON GUIDANCE PROGRAM K-12 PLAN FOR CURRICULUM DEVELOPMENT

Comprehensive, developmental guidance programs serve all students, grades K through 12. The program is designed with a curriculum-based model, which has a scope, sequence and identified student outcomes. A comprehensive program should include the following:

CONTENT AREAS

A comprehensive guidance program addresses developmental needs of students and provides a balance of services in four content areas: Personal, Social, Educational and Career/Life Planning.

PROGRAM COMPONENTS

A comprehensive guidance program is built around four program components:

1) **Guidance Curriculum**

This includes structured developmental experiences presented systematically through classroom and group activities, kindergarten through grade twelve. Suggested counselor time allocations are:

Elementary	Middle	High
35-45%	25-35%	15-25%

2) **Individual Planning**

This includes counseling activities that help all students plan, monitor, and manage their personal, social, educational and career development. Specific activities include: individual planning, educational and career counseling, and test interpretation. Suggested counselor time allocations are:

Elementary	Middle	High
5-10%	15-25%	25-35%

3) **Responsive Services**

This includes counseling or referral activities to meet the immediate needs and concerns of students. Specific activities include: personal counseling, crisis counseling, agency referral, consultation with parents, teachers and other professionals, and support groups. Suggested counselor time allocations are:

Elementary	Middle	High
30-40%	30-40%	25-35%

4) **System Support**

This includes management activities that establish, maintain and enhance the total guidance program, as well as responsibilities that need to be fulfilled as a member of the school staff. Specific activities include: professional development, staff and community relations, consultation, advisory councils, community outreach, and program management. Suggested counselor time allocations are:

Elementary	Middle	High
10-15%	10-15%	10-15%

PROCESS MODEL

The process for developing/revising a comprehensive guidance program follows a curriculum planning model and is outlined below, specific to Polson School District.

Planning Phase

Step 1 — Decide to change

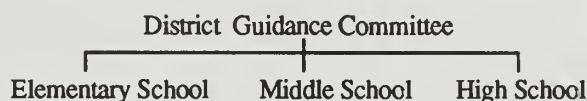
The district counselors and administrators have made a commitment to a comprehensive guidance program. Staff time and resources will be made available for curriculum planning.

Step 2 — Get organized

The district counselors and administrators have received information pertinent to the curriculum planning model.

Step 3 — Select Guidance Committee

Polson School District will incorporate a district guidance committee, as well as building committees specific to their grade levels.



The District Guidance Committee is comprised of administrator(s), school board member and counselors. Their purpose being to oversee and guide the curriculum planning process. The committee would determine the status of the existing program and review/revise the district guidance philosophy. The building committees are comprised of an administrator, counselor(s), teachers, parent, students and staff representative of their respective buildings. The purpose of each building committee is to advise and participate in the curriculum planning process.

Step 4 — Assess Current Program

A Time-Task Analysis will be completed by district counselors during the school year. The data from the analysis will help in the assessment of the current program.

Designing Phase

Step 5 — Conduct needs assessment

A needs assessment will be designed and administered to determine the priorities of the guidance program. The assessment determines student needs, thus giving direction to the planning/curriculum process. The assessment will include a combination of surveys and analysis of developmental needs.

Step 6 — Identify student competencies

The needs assessment data will be translated into student competency statements.

Step 7 — Formulate goals

District guidance goals will be developed for the student competencies identified in the preceding step.

Step 8 — Develop written curriculum

This step includes the selection of student outcomes, guidance strategies and resources necessary to accomplish the student competencies. The curriculum plan will be outlined developmentally with a scope and sequence.

Implementing Phase

Step 9 — Plan implementation

The curriculum plan must be compared against what is realistic with available staffing and resources. This step requires the committee to compare, reassess, and plan for resource development.

Evaluating Phase

Step 10 - Evaluate Program

A process for program evaluation will be established.

APPENDIX B

A CHECKLIST FOR GUIDANCE PROGRAMS

This checklist will help you assess the current status of the school's guidance program. Place a check in the space provided if you can answer yes to the question. An appropriate way to use this checklist would be to have various school groups, including school board trustees, administrators, counselors and teachers, complete the checklist and compare their perceptions.

- 1. Does a guidance program exist, as opposed to a series of isolated services?
- 2. Is the guidance program accountable in that it shows measurable outcomes?
- 3. Does the guidance program serve all children?
- 4. Does the guidance program have a developmental emphasis?
- 5. Does the guidance program involve cooperation between teachers, counselors, parents, administrators and community agencies?
- 6. Are the guidance services understood and utilized by the population for whom they are intended?
- 7. Is the guidance program systematically planned, implemented and evaluated?
- 8. Is the guidance program designed to meet the unique characteristics and student populations of the school and community?
- 9. Is there administrative support for the guidance program?
- 10. Is there a board of trustee endorsed guidance philosophy statement?
- 11. Is there a guidance committee, representative of students, teachers, counselors, parents, administrators and community members, which serves to advise, improve, implement and evaluate guidance services?
- 12. Is the guidance program established on the basis of identified student needs, as perceived by students, teachers, counselors, parents, administrators and community representatives?
- 13. Does the guidance program reflect the identified needs?
- 14. Are student competencies written with measurable outcomes?
- 15. Are there sufficient facilities to carry out the program?
- 16. Are there sufficient resources, both human and material, available to the program?
- 17. Does the program utilize competencies of all available personnel?
- 18. Does the program provide for staff development when necessary?
- 19. Does the program provide for an annual report which gives an accurate account of program effectiveness?

—Items 1 through 9 refer to the comprehensiveness of the guidance program. Consideration should be given to any item without a check. Is there a need for change, revisions and/or further evaluation?

—Items 10 through 19 refer to a process for comprehensive program development. The items are listed in sequential order. Consideration should be given to any item without a check. Is there a need for comprehensive program development?

APPENDIX C

TIME AND TASK ANALYSIS LOG 30-MINUTE INTERVALS

Categories Examples of Activities	Guidance Curriculum Classroom Activities, Group Activities, Curriculum Development	Individual Planning Individual Advisement, Individual Assessment, Placement, Vocational/ Occupational Exploration	Responsive Services Consultation, Personal Counseling, Small Groups, Individual Counseling, Crisis Counseling, Referral	System Support Research, Staff/ Community Development, Committee/ Advisory Boards, Program Management/ Operation	Non-Guidance Activities Bus Duty, Lunchroom Duty, Balancing Class Sizes, Building Master Schedule, Substitute Teaching, Figuring GPAs
7:00-7:30					
7:30-8:00					
8:00-8:30					
8:30-9:00					
9:00-9:30					
9:30-10:00					
10:00-10:30					
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3:30-4:00					
4:00-4:30					
4:30-5:00					
5:00-5:30					
5:30-6:00					
6:00-6:30					
6:30-7:00					
7:00-7:30					
7:30-8:00					
8:00-8:30					
8:30-9:00					
Daily Blocks:					
Grand Total (Total Blocks):					
Daily Percentage:					

Source: *The Comprehensive Counseling Program for Alaska Public Schools*

APPENDIX D

NATIONAL CAREER DEVELOPMENT GUIDELINES ELEMENTARY SCHOOL STUDENT COMPETENCIES AND INDICATORS

The competencies and indicators represent the knowledge, skills, and abilities students need to cope effectively with daily life, to make the transition into middle/junior high school, and to start developing an educational plan to ensure their academic growth and development. The presentation of the competencies and indicators does not imply a sequential order for delivery, but is an inclusive listing of elements important to a student's career guidance and counseling plan.

SELF-KNOWLEDGE

COMPETENCY I: Knowledge of the importance of self-concept

- Describe positive characteristics about self as seen by self and others.
- Identify how behaviors affect school and family situations.
- Describe how behavior influences the feelings and actions of others.
- Demonstrate positive attitude about self.
- Identify personal interests, abilities, strengths and weaknesses.

COMPETENCY II: Skills to interact with others

- Identify how people are unique.
- Demonstrate effective skills for interacting with others.
- Demonstrate skills in resolving conflicts with peers and adults.
- Demonstrate group membership skills.
- Identify sources and effects of peer pressure.
- Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Awareness of the importance of growth and change

- Identify personal feelings.
- Identify ways to express feelings.
- Describe causes of stress.
- Identify and select appropriate behaviors to deal with specific emotional situations.
- Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
- Demonstrate knowledge of good health habits.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION

COMPETENCY IV: Awareness of the benefits of educational achievement

- Describe how academic skills can be used in the home and community.
- Identify personal strengths and weaknesses in subject areas.
- Identify academic skills needed in several occupational groups.
- Describe relationships among ability, effort, and achievement.
- Implement a plan of action for improving academic skills.
- Describe school tasks that are similar to skills essential for job success.
- Describe how the amount of education needed for different occupational levels varies.

COMPETENCY V: Awareness of the relationship between work and learning

- Identify different types of work, both paid and unpaid.
- Describe the importance of preparing for occupations.
- Demonstrate effective study and information-seeking habits.
- Demonstrate an understanding of the importance of practice, effort, and learning.
- Describe how current learning relates to work.
- Describe how one's role as a student is like that of an adult worker.

COMPETENCY VI: Skills to understand and use career information

- Describe work of family members, school personnel, and community workers.
- Identify occupations according to date, people and things.
- Identify work activities of interest to the student.
- Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
- Describe jobs that are present in the local community.
- Identify the working conditions of occupations (e.g., inside/outside, hazardous).
- Describe way in which self-employment differs from working for others.
- Describe how parents, relatives, adult friends, and neighbors can provide career information.

COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits

- Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
- Demonstrate positive ways of performing working activities.
- Describe the importance of cooperation among workers to accomplish a task.
- Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

COMPETENCY VIII: Awareness of how work relates to the needs and functions of society

- Describe how work can satisfy personal needs.
- Describe the products and services of local employers.
- Describe ways in which work can help overcome social and economic problems.

CAREER PLANNING

COMPETENCY IX: Understanding how to make decisions

- Describe how choices are made.
- Describe what can be learned from making mistakes.
- Identify and assess problems that interfere with attaining goals.
- Identify strategies used in solving problems.
- Identify alternatives in decision-making situations.
- Describe how personal beliefs and attitudes affect decision making.
- Describe how decisions affect self and others.

COMPETENCY X: Awareness of the interrelationship of the roles

- Describe the various roles an individual may have (e.g., friend, student, worker, family member).
- Describe work-related activities in the home, community, and school.
- Describe how family members depend on one another, work together and share responsibilities.
- Describe how work roles complement family roles.

COMPETENCY XI: Awareness of different occupations and changing male/female roles

- Describe how work is important to all people.
- Describe the changing life roles of men and women in work and family.
- Describe how contributions of individuals both inside and outside the home are important.

COMPETENCY XII: Awareness of the career planning process

- Describe the importance of planning.
- Describe skills needed in a variety of occupational groups.
- Develop an individual career plan for the elementary school level.

NATIONAL CAREER DEVELOPMENT GUIDELINES

MIDDLE/JUNIOR HIGH SCHOOL STUDENT COMPETENCIES AND INDICATORS

The competencies and indicators represent the knowledge, skills, and abilities students need to cope effectively with daily life, to make the transition into high school, and to develop an educational plan that ensures their academic growth and continuing career development. The presentation of the competencies and indicators does not imply a sequential order for delivery, but is an inclusive listing of elements important to a student's career guidance and counseling plan.

SELF-KNOWLEDGE

COMPETENCY I: Knowledge of the influence of a positive self-concept

- Describe personal likes and dislikes.
- Describe individual skills required to fulfill different life roles.
- Describe how one's behavior influences the feelings and actions of others.
- Identify environmental influences on attitudes, behaviors, and aptitudes.

COMPETENCY II: Skills to interact with others

- Demonstrate respect for the feelings and beliefs of others.
- Demonstrate an appreciation for the similarities and differences among people.
- Demonstrate tolerance and flexibility in interpersonal and group situations.
- Demonstrate skills in responding to criticism.
- Demonstrate effective group membership skills.
- Demonstrate effective social skills.
- Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Knowledge of the importance of growth and change

- Identify feelings associated with significant experiences.
- Identify internal and external sources of stress.
- Demonstrate ways of responding to others when under stress.
- Describe changes that occur in the physical, psychological, social and emotional development of an individual.
- Describe physiological and psychological factors as they relate to career development.
- Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well being.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION

COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities

- Describe the importance of academic and occupational skills in the work world.
- Identify how the skills taught in school subjects are used in various occupations.
- Describe individual strengths and weaknesses in school subjects.
- Describe a plan of action for increasing basic educational skills.
- Describe how continued learning enhances the ability to achieve goals. Describe how skills relate to the selection of high school courses of study.
- Describe how aptitudes and abilities relate to broad occupational groups.

COMPETENCY V: Understanding the relationships between work and learning

- Demonstrate effective learning habits and skills.
- Demonstrate an understanding of the importance of personal skills and attitudes to job success.
- Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.

COMPETENCY VI: Skills to locate, understand, and use career information

- Identify various ways that occupations can be classified.
- Identify a number of occupational groups for exploration.
- Demonstrate skills in using school and community resources to learn about occupational groups.
- Identify sources to obtain information about occupational groups including self-employment.
- Identify skills that are transferable from one occupation to another.
- Identify sources of employment in the community.

COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs

- Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
- Describe terms and concepts used in describing employment opportunities and conditions.
- Demonstrate skills to complete a job application.
- Demonstrate skills and attitudes essential for a job interview.

COMPETENCY VIII: Understanding how work relates to the needs and functions of the economy and society

- Describe the importance of work to society.
- Describe the relationship between work and economic and societal needs.
- Describe the economic contributions workers make to society.
- Describe the effects that societal, economic, and technological changes have on occupations.

CAREER PLANNING

COMPETENCY IX: Skills to make decisions

- Describe personal beliefs and attitudes.
- Describe how career development is a continuous process with series of choices.
- Identify possible outcomes of decisions.
- Describe school courses related to personal, educational, and occupational interests.
- Describe how the expectations of others affect career planning.
- Identify ways in which decisions about education and work relate to other major life decisions.
- Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
- Identify the requirements for secondary and postsecondary programs.

COMPETENCY X: Knowledge of the interrelationships of life roles

- Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation and talent.
- Identify how work roles at home satisfy needs of the family.
- Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
- Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
- Describe advantages and disadvantages of various life role options.
- Describe the interrelationships between family, occupational, and leisure decisions.

COMPETENCY XI: Knowledge of different occupations and changing male/female roles

- Describe advantages and problems of entering nontraditional occupations.
- Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
- Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

COMPETENCY XII: Understanding the process of career planning

Demonstrate knowledge of exploratory processes and programs.

Identify school courses that meet tentative career goals.

Demonstrate knowledge of academic and vocational programs offered at the high school level.

Describe skills needed in a variety of occupations, including self-employment.

Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.

Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

NATIONAL CAREER DEVELOPMENT GUIDELINES

HIGH SCHOOL STUDENT COMPETENCIES AND INDICATORS

The competencies and indicators represent the knowledge, skills, and abilities students need to cope effectively with daily life, to make decisions about secondary and postsecondary education, entering the world of work, and financing further education and training. The presentation of the competencies and indicators does not imply a sequential order for delivery, but is an inclusive listing of elements important to a student's career guidance and counseling plan.

SELF-KNOWLEDGE

COMPETENCY I: Understanding the influence of a positive self-concept

- Identify and appreciate personal interests, abilities, and skills.
- Demonstrate the ability to use peer feedback.
- Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
- Demonstrate an understanding of environmental influences on one's behaviors.
- Demonstrate an understanding of the relationship between personal behavior and self-concept.

COMPETENCY II: Skills to interact positively with others

- Demonstrate effective interpersonal skills.
- Demonstrate interpersonal skills required for working with and for others.
- Describe appropriate employers and employee interactions in various situations.
- Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

COMPETENCY III: Understanding the impact of growth and development

- Describe how developmental changes affect physical and mental health.
- Describe the effect of emotional and physical health on career decisions.
- Describe healthy ways that maintain physical and mental health.

EDUCATIONAL AND OCCUPATIONAL EXPLORATION

COMPETENCY IV: Understanding the relationship between educational achievement and career planning

- Demonstrate how to apply academic and vocational skills to achieve personal goals.
- Describe the relationship of academic and vocational skills to personal interests.
- Describe how skills developed in academic and vocational programs relate to career goals.
- Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
- Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
- Describe how learning skills are required in the workplace.

COMPETENCY V: Understanding the need for positive attitudes toward work and learning

- Identify the positive contributions workers make to society.
- Demonstrate knowledge of the social significance of various occupations.
- Demonstrate a positive attitude toward work.
- Demonstrate learning habits and skills that can be used in various educational situations.
- Demonstrate positive work attitudes and behaviors.

COMPETENCY VI: Skills to locate, evaluate and interpret career information

- Describe the educational requirements of various occupations.
- Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
- Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).
- Describe the concept of career ladders.
- Describe the advantages and disadvantages of self-employment as a career option.
- Identify individuals in selected occupations as possible information resources, role models, or mentors.
- Describe the influence of change in supply and demand for workers in different occupations.
- Identify how employment trends relate to education and training.
- Describe the impact of factors such as populations, climate, and geographic location on occupational opportunities.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain and change jobs

- Demonstrate skills to locate, interpret, use information about job openings and opportunities.
- Demonstrate academic or vocational skills required for full- or part-time jobs.
- Demonstrate skills and behaviors necessary for a successful job interview.
- Demonstrate skills in preparing a resume and completing job applications.
- Identify specific job openings.
- Demonstrate employability skills necessary to obtain and maintain jobs.
- Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
- Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
- Demonstrate an understanding that job opportunities often require relocation.
- Demonstrate skills necessary to function as a consumer and manage financial resources.

COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work

- Describe the effect of work on lifestyles.
- Describe how society's needs and functions affect the supply of goods and services.
- Describe how occupational and industrial trends relate to training and employment.
- Demonstrate an understanding of the global economy and how it affects each individual.

CAREER PLANNING

COMPETENCY IX: Skills to make decisions

- Demonstrate responsibility for making tentative educational and occupational choices.
- Identify alternatives in given decision-making situations.
- Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
- Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
- Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
- Identify steps to apply for and secure financial assistance for postsecondary education and training.

COMPETENCY X: Understanding the interrelationship of life roles

Demonstrate knowledge of life stages.

Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choice, work habits).

Describe ways in which occupational choices may affect lifestyle.

Describe the contribution of work to a balanced and productive life.

Describe ways in which work, family, and leisure roles are interrelated.

Describe different career patterns and their potential effect on family patterns and lifestyle.

Describe the importance of leisure activities.

Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

COMPETENCY XI: Understanding the continuous changes in male/female roles

Identify factors that have influenced the changing career patterns of women and men.

Identify evidence of gender stereotyping and bias in educational programs and occupational settings.

Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.

Identify courses appropriate to tentative occupational choices.

Describe the advantages and problems of nontraditional occupations.

COMPETENCY XII: Skills in career planning

Describe career plans that reflect the importance of lifelong learning.

Demonstrate knowledge of postsecondary vocational and academic programs.

Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.

Describe school and community resources to explore educational and occupational choices.

Describe the costs and benefits of self-employment.

Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.

Demonstrate skills necessary to compare education and job opportunities.

Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

APPENDIX E

POLSON SCHOOL DISTRICT ELEMENTARY GUIDANCE SURVEY

NAME _____ GRADE LEVEL _____

The purpose of this survey is to provide information which will be used in determining ways for the guidance program to be of more benefit to our children.

Directions: Please indicate whether or not children in your class need help in the areas mentioned below. Indicate your choice by blackening the appropriate box.

Y for YES N for NO U for UNCERTAIN

Y N U

Most of the children in my class need assistance in :

- | | | | | |
|--------------------------|--------------------------|--------------------------|-----|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. | Improving their self-concept. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. | Developing confidence in themselves. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. | Understanding and appreciating their uniqueness. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. | Understanding and dealing with their feelings. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. | Learning how their feelings affect their behavior. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. | Being more responsible for their own actions. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. | Understanding the importance of good health habits. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. | Learning how to deal with conflict and stress. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. | Learning how to deal with peer pressure. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. | Knowing how to ask for help when they need it. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. | Knowing how to protect their personal safety (reporting abusive situations). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. | Understanding and respecting the uniqueness of others. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. | Accepting cultural, racial, physical and other types of individual differences. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14. | Learning how to make friends. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15. | Learning how to get along with children their own age. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16. | Learning how to get along with adults. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17. | Being more cooperative in a group. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18. | Learning how to resolve conflicts and problems with other peers and adults. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19. | Understanding what is important to them. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20. | Making good decisions. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21. | Knowing how to change bad decisions. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22. | Learning good study habits. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23. | Understanding what is expected of them in school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24. | Developing a more positive attitude toward school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 25. | Understanding how their school work will help them in future jobs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 26. | Finding out what people do in different jobs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 27. | Having someone to talk to when they have a problem. |

Many of the children in my class need assistance in:

- | | | | | |
|--------------------------|--------------------------|--------------------------|-----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 28. | Coping with the death of a family member or friend. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 29. | Dealing with family divorce or separation. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 30. | Coping with the chemical abuse of a family member or friend. |

List below any additional assistance you feel would be helpful.

POLSON SCHOOL DISTRICT MIDDLE SCHOOL GUIDANCE SURVEY

The purpose of this survey is to provide information which will be used in determining ways for the guidance program to be of more benefit to you. Please respond to the survey statements honestly and thoughtfully.

GRADE: _____ SEX: Female _____ Male _____

Directions: Read each statement and ask yourself, "Is this something that is important to me?" Blacken the box in the column on the left to show how important it is to you. Decide if it is:

V = VERY IMPORTANT F = FAIRLY IMPORTANT N = NOT IMPORTANT

Example: If I feel it is very important to be accepted by my peers, I would blacken the first box in the left column. Issues that I am concerned about are:

V F N

- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Being accepted by my peers. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Feeling good about myself. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Being the "best I can be." |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Dealing with my feelings in a positive way. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Expressing my feelings to others. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Being more responsible. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Coping with changes in my life (friends, moving, divorce). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Dealing with family problems (fighting, abuse, divorce). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Dealing with my own use of alcohol and other drugs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. Dealing with my family's or friends' use of alcohol or other drugs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. Coping with the death of a family member or friend. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. Doing well in sports. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. Dealing with depression or thoughts of suicide. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14. Being able to handle stress. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15. Being treated with respect by my peers (not being bullied, teased or pushed around). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16. Accepting people who are different or less fortunate. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17. Getting along with kids of a different race. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18. Getting along with my friends. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19. Being "popular." |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20. Dealing with peer pressure (to use alcohol, have sex, be someone you're not). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21. Learning how to resolve conflicts and personal problems. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22. Developing better communication skills. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23. Having better relationships with family members. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24. Getting along better with my teachers and other adults. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 25. Getting good grades. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 26. Developing better study habits. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 27. Getting my homework done. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 28. Managing my time better. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 29. Understanding how the subjects I take relate to future jobs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 30. Being prepared for high school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 31. "Fitting in" when I enter high school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 32. Making good decisions. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 33. Knowing more about my interests and abilities, and how they relate to future careers. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 34. Knowing more about various occupations and careers. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 35. Knowing what postsecondary options (college, vo-tech, military) are available to me. |

List below any additional concerns you feel are important to you.

NAME (Optional) _____

POLSON SCHOOL DISTRICT HIGH SCHOOL GUIDANCE SURVEY

The purpose of this survey is to provide information which will be used in determining ways for the guidance program to be of more benefit to you. Please respond to the survey statements honestly and thoughtfully.

GRADE: _____ SEX: Female _____ Male _____

Directions: Read each statement and ask yourself, "Is this need important to me?" Blacken the box in the column on the left to show how important it is to you. Decide if it is:

V = VERY IMPORTANT F = FAIRLY IMPORTANT N = NOT IMPORTANT

Example: If I feel it is very important for me to understand, accept, and like myself better, I would blacken the first box in the left column.

- | V | F | N | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. To understand, accept, and like myself better. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. To develop confidence in myself. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. To know more about my interests, abilities and skills, and how they relate to school and careers. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. To understand how my feelings affect my behavior. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. To accept responsibility for my behaviors. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. To know how to get help from others when I need it (i.e., what community resources are available to me). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. To learn how to deal with stress. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. To understand the effect unhealthy lifestyles have on my personal well-being (alcohol, drugs, stress, poor nutrition, lack of exercise). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. To understand and appreciate differences between myself and others. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. To know more about racism and how it affects our school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. To get along with peers of all races. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. To understand the school environment and what is expected of me. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. To improve my ability to communicate with others. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 14. To develop better relationships with my peers. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 15. To develop better relationships with family members. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 16. To develop better relationships with teachers and other adults. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 17. To learn how to deal with peer pressure more effectively. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 18. To learn how to resolve conflicts and personal problems. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 19. To learn how to cope with family problems such as fighting or chemical abuse. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20. To learn how to make responsible choices about my own use of alcohol or other drugs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 21. To understand and cope with family divorce, separation or stepfamilies. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 22. To know how to deal with depression and thoughts of suicide. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23. To learn how to cope with the death of a family member or friend. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24. To learn how to make responsible decisions about sex, AIDS, and other sexually transmitted diseases. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 25. To have support groups available in our school dealing with topics such as death, family problems, self-esteem, stress, alcohol abuse, divorce, etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 26. To have a counselor available when I have a problem to discuss. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 27. To develop better study habits. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 28. To have help from a tutor in some courses. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 29. To understand how my high school courses relate to future careers. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 30. To know how to select courses that will meet PHS graduation requirements. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 31. To find high school courses that relate to my interests and career aspirations. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 32. To set realistic goals and develop strategies to achieve them. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 33. To know more about possible careers and the world of work. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 34. To talk to people employed in areas that interest me. |

V F N

35. To know more about jobs and careers related to my interests and abilities.
36. To know how to prepare for careers in which I am interested.
37. To know how to choose postsecondary options (i.e., colleges, vo-techs, military) that would prepare me for my career options.
38. To know more about colleges and vo-techs (i.e., admission requirements, application procedures, tuition, etc.).
39. To know how to apply for financial aid and scholarships.
40. To become informed about up-to-date employment opportunities during and after high school.
41. To have individual scheduled time with counselors to discuss classes, careers, colleges, etc.
42. To know what extracurricular activities are available to me.

List below any additional needs you feel you need help with or comments you wish to make.

NAME: (Optional) _____

APPENDIX F

POLSON SCHOOL DISTRICT #23 GUIDANCE PROGRAM GOALS

PERSONAL DOMAIN

- To help students develop an understanding and appreciation of self
- To help students become self-directive and responsible for one's own behavior
- To help students understand the importance of a healthy lifestyle

SOCIAL DOMAIN

- To help students develop an understanding and appreciation of others
- To help students develop effective interpersonal skills
- To help students develop skills in resolving conflicts with peers and adults

EDUCATION DOMAIN

- To help students adjust and find success in the school environment
- To help students understand the relationship between school and future work
- To help students develop the skills for decision making as it applies to personal and career goals

CAREER DOMAIN

- To help students make appropriate educational choices based on their interests, abilities and aspirations
- To help students explore and relate their interests and abilities to present and future educational, work and leisure pursuits
- To help students explore, evaluate and pursue postsecondary options

APPENDIX G

POLSON SCHOOL DISTRICT #23 SCOPE AND SEQUENCE CHART

Content Area: Personal

Goal: *Understand and appreciate self*

K-4 Competencies

- Demonstrate a positive attitude about self
- Develop confidence in myself
- Understand and appreciate my uniqueness

5-8 Competencies

- Understand, accept and like myself better
- Describe personal likes and dislikes
- Understand ways to build a positive self-esteem

9-12 Competencies

- Identify personal interests, abilities and skills
- Recognize my strengths and weaknesses
- Understand ways to improve strengths and weaknesses

Goal: *Accept responsibility for behavior*

K-4 Competencies

- Understand and identify a wide variety of feelings
- Identify and express those feelings that are important to me
- Understand how to get help from others when I need it

5-8 Competencies

- Identify personal feelings and ways to express them appropriately
- Understand how feelings affect behavior
- Understand how to get help from others when I need it

9-12 Competencies

- Understand how my feelings affect my behavior
- Accept responsibility for my behaviors
- Recognize constructive and destructive behavior in self and others
- Clarify ways in which behavior can be changed
- Understand how to get help from others when I need it

Goal: *Healthy lifestyles*

K-4 Competencies

- Understand the importance of good physical and mental health
- Demonstrate healthy ways to deal with conflict and stress

5-8 Competencies

- Understand physical, social and emotional changes of growing up
- Understand the importance of handling my problems in a healthy way

9-12 Competencies

- Identify sources of stress and appropriate ways to deal with it
- Identify appropriate behaviors to deal with emotional situations
- Understand the effect of unhealthy lifestyles on my personal well-being

Content Area: Social

Goal: Understand and appreciate others

K-4 Competencies

- Identify how people are unique
- Demonstrate respect for differences between individuals
- Demonstrate an awareness of different cultures, lifestyles, attitudes and beliefs

5-8 Competencies

- Demonstrate respect for the feelings and beliefs of others
- Demonstrate an awareness of different cultures, lifestyles, attitudes and beliefs

9-12 Competencies

- Understand and appreciate differences between myself and others
- Show respect toward others whose views may differ from mine
- Demonstrate an awareness of different cultures, lifestyles, attitudes and beliefs

Goal: Develop interpersonal skills

K-4 Competencies

- Understand how to make and keep friends
- Understand how to get along with both boys and girls
- Demonstrate how to cooperate in a group

5-8 Competencies

- Know how to be a good friend
- Demonstrate effective ways of communicating feelings and thoughts
- Demonstrate good membership skills

9-12 Competencies

- Use communication skills to solve problems and help others
- Understand the relationship between effective communication skills and positive relationships
- Recognize behaviors which enhance or block communication
- Be aware of interpersonal skills necessary for successful employment

Goal: Skills for conflict resolution

K-4 Competencies

- Identify skills in resolving conflicts with peers
- Identify sources and effects of peer pressure

5-8 Competencies

- Learn conflict resolution skills
- Understand how one's behavior influences the feelings and actions of others
- Understand the influence of peer pressure on my actions
- Learn assertiveness skills

9-12 Competencies

- Learn how to deal with peer pressure more effectively
- Learn how to resolve conflicts and problems more effectively

Content Area: Educational

Goal: School success skills

K-4 Competencies

- Demonstrate good study habits
- Recognize that all subjects are important in all jobs and daily lives
- Know what will be expected of me in school

5-8 Competencies

- Understand how to set priorities and organize my time
- Identify ways to improve study habits and test taking skills
- Know what will be expected of me in school

9-12 Competencies

- Identify a plan for improving academic success
- Understand ways of resolving problems that interfere with learning
- Know what will be expected of me in school

Goal: School and work

K-4 Competencies

- Identify different types of work, both paid and unpaid
- Describe how current learning relates to work
- Describe how one's role as a student is like that of an adult worker

5-8 Competencies

- Identify how skills taught in school are used in various occupations
- Understand the importance of personal skills and attitudes to job success

9-12 Competencies

- Understand how high school courses relate to future jobs
- Understand the importance of personal skills and attitudes to future success

Goal: Decision-making skills

K-4 Competencies

- Recognize what is important to me
- Know how to make good decisions and act on them
- Know how to change bad decisions

5-8 Competencies

- Understand how to make good decisions
- Understand how to evaluate my decisions and change bad ones
- Accept responsibility for my decisions

9-12 Competencies

- Understand and apply decision-making skills to career goals
- Can set realistic goals and develop strategies to achieve them

Content Area: Career/Life Planning

Goal: Educational Choices

K-4 Competencies

- Understand how to make choices at school that fit my likes and dislikes
- Know what is expected of me in the next grade

5-8 Competencies

- Understand how continued learning enhances the ability to achieve goals
- Know how to select high school courses that help meet my needs, interests and tentative career goals
- Understand high school credits and graduation requirements

9-12 Competencies

- Select courses that will meet graduation and postsecondary requirements
- Develop a flexible four-year plan
- Make appropriate educational choices based on interests, abilities and aspirations

Goal: Career planning

5-8 Competencies

- Understand my interests and abilities
- Understand how my interests and abilities relate to a career choice
- Understand the importance of making plans for my future

9-12 Competencies

- Understand my abilities, interests and aspirations
- Explore and relate interests and abilities to present and future career options
- Develop a tentative career plan

Goal: Postsecondary plans

5-8 Competencies

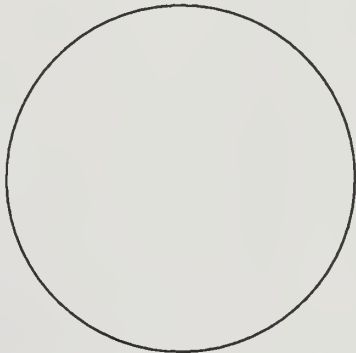
- Know how to find career and postsecondary information
- Understand the educational requirements of various careers

9-12 Competencies

- Understand how to find career information and resources
- Understand the educational requirements of my career choices
- Know how to make my postsecondary plans, i.e., admission requirements, application procedures, cost, scholarships and financial aid

APPENDIX H

COUNSELOR TIME DISTRIBUTION FORM ELEMENTARY LEVEL



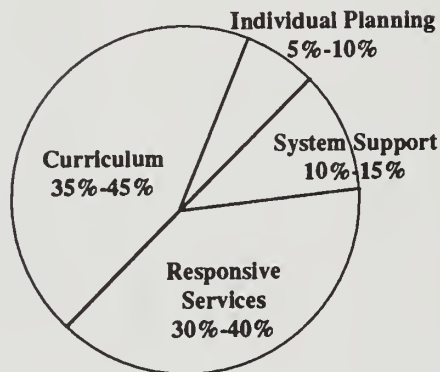
**Current District
Program Percentages**

Current District Program Percentages

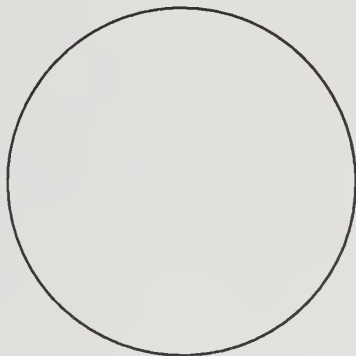
- _____ guidance curriculum
- _____ individual planning
- _____ responsive service
- _____ system support
- _____ nonguidance

Suggested Percentages

- 35%-45% guidance curriculum
- 5%-25% individual planning
- 30%-40% responsive service
- 10%-15% system support
- 0% nonguidance



Suggested Percentages

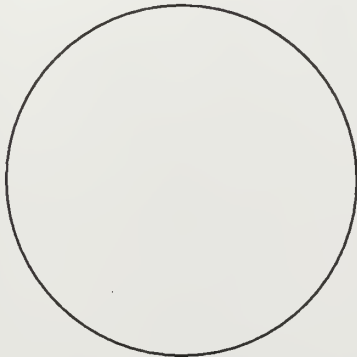


**Desired District
Program Percentages**

Desired District Program Percentages

- _____ guidance curriculum
- _____ individual planning
- _____ responsive service
- _____ system support
- _____ nonguidance

**COUNSELOR TIME DISTRIBUTION FORM
MIDDLE SCHOOL/JUNIOR HIGH LEVEL**



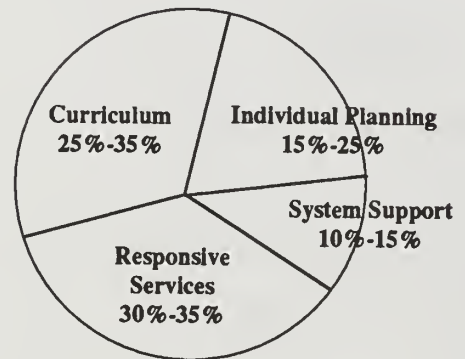
**Current District
Program Percentages**

**Current District
Program Percentages**

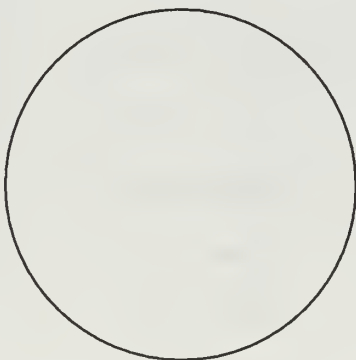
- _____ guidance curriculum
- _____ individual planning
- _____ responsive service
- _____ system support
- _____ nonguidance

**Suggested
Percentages**

- 25%-35% guidance curriculum
- 15%-25% individual planning
- 30%-35% responsive service
- 10%-15% system support
- 0% nonguidance



Suggested Percentages

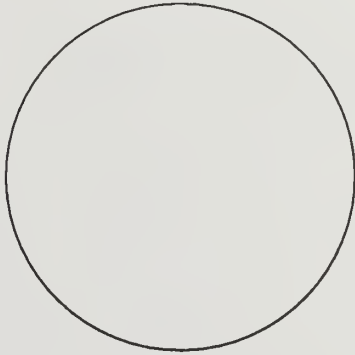


**Desired District
Program Percentages**

**Desired District
Program Percentages**

- _____ guidance curriculum
- _____ individual planning
- _____ responsive service
- _____ system support
- _____ nonguidance

**COUNSELOR TIME DISTRIBUTION FORM
HIGH SCHOOL LEVEL**



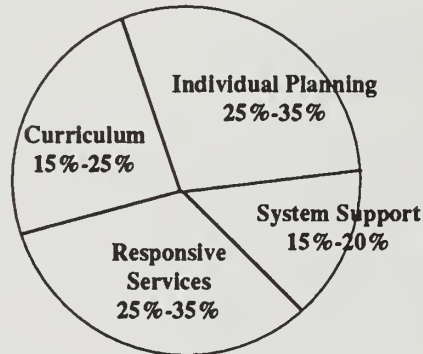
**Current District
Program Percentages**

**Current District
Program Percentages**

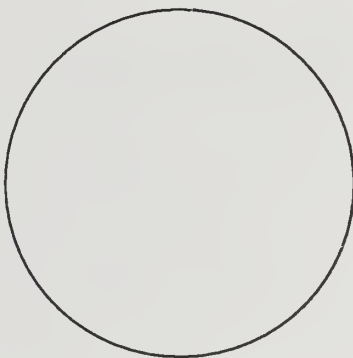
- _____ guidance curriculum
- _____ individual planning
- _____ responsive service
- _____ system support
- _____ nonguidance

**Suggested
Percentages**

- 25%-35% guidance curriculum
- 15%-25% individual planning
- 30%-35% responsive service
- 10%-15% system support
- 0% nonguidance



Suggested Percentages



**Desired District
Program Percentages**

**Desired District
Program Percentages**

- _____ guidance curriculum
- _____ individual planning
- _____ responsive service
- _____ system support
- _____ nonguidance

APPENDIX I

199__ - 199__ MASTER CALENDAR

	August	September	October	November	December	January	February	March	April	May	June	July
System Support												
Responsive Services												
Individual Planning												
Curriculum												

APPENDIX J

SAMPLE JOB DESCRIPTION ELEMENTARY SCHOOL COUNSELOR

Primary Functions

As a member of the district guidance department staff, a counselor is to provide a comprehensive guidance program for students in grades K-6. The counselor provides activities to meet the needs of the students, consults with teachers, staff and parents to enhance their effectiveness in helping students, and provides support to other elementary educational programs.

Major Job Responsibilities

1. Implement the elementary guidance curriculum.
2. Guide and counsel groups and individual students through the development of educational and career plans.
3. Counsel small groups and individual students with problems.
4. Consult with teachers, staff and parents regarding meeting the developmental needs of students.
5. Refer students with severe problems to appropriate community resources in consultation with their parents.
6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school.
7. Evaluate and revise the building guidance program.
8. Pursue professional growth.

Key Duties

1. Implement the elementary guidance curriculum: Conduct guidance learning activities in the classroom as planned in conjunction with school administration and teachers; consult with and/or be a resource person for teachers to facilitate the infusion of guidance learning activities into the regular education curricula.
2. Guide and counsel groups and individual students through the development of educational and career plans: Provide orientation activities for students new to the school; participate in orientation programs for parents and students; assist students in the transition from elementary to middle/junior high school; inform students and their parents of test results and their implications for educational planning; provide resources and information to assist in career awareness and career exploration activities.
3. Counsel small groups and individual students with problems: Conduct structured, goal-oriented counseling sessions to meet the identified needs of individuals or groups of students. Session topics at the elementary level may include self-awareness, self-identity, academic problems, behavior problems, peer problems, family issues, child abuse and substance abuse.
4. Consult with teachers, staff and parents regarding meeting the developmental needs of students: Participate in staffings; conduct inservice programs for faculty; conduct and facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; assist families with school-related problems.
5. Refer students with severe problems to appropriate community agencies in consultation with their parents: Consult and coordinate with in-district and community agencies, such as school psychologists, nurses, administrators and community-based psychologists, service agencies and physicians.

6. Coordinate, conduct or participate in activities which contribute to the effective operation of the school: Interpret group test results to faculty and staff; establish effective liaisons with all grade levels; act as an advocate for students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs such as gifted education and special education; participate with the administration and faculty as a team member in the implementation of the district testing program.
7. Evaluate and revise the building guidance program: Review periodically with staff and administration the guidance program using the program evaluation self-study; review and modify the program calendar and evaluate guidance learning activities.
8. Pursue professional growth: Attend state and local staff development programs; join professional associations (MSCA, MVA, ACA, MCA, AVA, etc.); read professional journals; attend relevant workshops and conferences sponsored by professional organizations; take post graduate courses.

APPENDIX K

PROGRAM EVALUATION EXAMPLE

(Five-point scale where 1 = not implemented, 2 = weakly implemented, 3 = average implementation, 4 = strongly implemented, and 5 = fully implemented. An “na” is used when standard does not apply.)

Guidance Curriculum

1.	All students are assisted in a systematic way to develop knowledge, understanding, and skills identified as necessary to enhance their personal, social, career, and educational development.	na	1	2	3	4	5
2.	Developmentally appropriate student outcomes are specified for each grade level.	na	1	2	3	4	5
3.	Outcome selection is based on an assessment of student needs for guidance instruction.	na	1	2	3	4	5
4.	The guidance curriculum is taught to class-sized groups of students.	na	1	2	3	4	5
5.	Teachers are augmenting guidance curricula into their regular curriculum.	na	1	2	3	4	5
6.	Guidance lessons are taught, upon teacher request, in conjunction with the teachers' goals for a particular unit/subject.	na	1	2	3	4	5
7.	The facilities and equipment used to conduct guidance curriculum activities are adequate.	na	1	2	3	4	5
8.	Sufficient materials are available to support the guidance curriculum.	na	1	2	3	4	5
9.	Student learning from particular lessons/units is assessed systematically.	na	1	2	3	4	5
10.	Effectiveness of the guidance curriculum provided for each grade level is evaluated annually.	na	1	2	3	4	5

Individual Planning

1.	All students are provided information and are assisted in applying the skills necessary to make plans and to take the next appropriate steps toward their established goals.	na	1	2	3	4	5
2.	The priority for the component, as indicated by the time spent by the counselor(s) and the activities provided, is to assist students to complete successfully their elementary/middle/high school education.	na	1	2	3	4	5
3.	Individual planning activities are preceded by pertinent guidance instruction.	na	1	2	3	4	5
4.	There is a systematic approach to helping students use their educational opportunities in school well through an effective orientation program.	na	1	2	3	4	5
5.	There is a systematic approach to helping students plan/prepare for personality satisfying and socially useful lives by helping them make appropriate educational plans.	na	1	2	3	4	5
6.	There is a systematic approach to helping students make wise choices during pre-registration, including helping them be aware of their possible choices.	na	1	2	3	4	5
7.	There is a systematic approach helping students understand and respect themselves through effective interpretation of standardized and individual test results.	na	1	2	3	4	5
8.	There is a systematic approach to helping students plan/prepare for personally satisfying/socially useful lives through career/vocational planning.	na	1	2	3	4	5
9.	Individual planning activities are implemented through effective use of:						
	a. Large groups	na	1	2	3	4	5
	b. Medium (class)-sized groups	na	1	2	3	4	5
	c. Small groups	na	1	2	3	4	5
	d. Individual conferences	na	1	2	3	4	5
10.	Accurate and attractive printed information is distributed to support the individual planning efforts of students and their parents.	na	1	2	3	4	5
11.	The facilities and equipment available for conducting individual planning activities are adequate.	na	1	2	3	4	5
12.	The materials available to support implementation of the individual planning activities are effective.	na	1	2	3	4	5
13.	Student learning resulting from individual planning activities is assessed regularly.	na	1	2	3	4	5
14.	The effectiveness of the individual planning system activities for each grade level is evaluated annually.	na	1	2	3	4	5

Responsive Services

1.	Students in need are assisted in solving immediate problems that interfere with their healthy personal, social career, and/or educational development.	na	1	2	3	4	5
2.	A balance of service is maintained for students with preventive and remedial level needs.	na	1	2	3	4	5
3.	There is a systematic provision of responsible services as follows:						
a.	Group counseling	na	1	2	3	4	5
b.	Individual counseling	na	1	2	3	4	5
c.	Staff consultation	na	1	2	3	4	5
d.	Parent consultation	na	1	2	3	4	5
e.	Referral to other specialists	na	1	2	3	4	5
4.	Services are provided on the basis of assessed student needs.	na	1	2	3	4	5
5.	The guidance department maintains an adequate list of referral resources.	na	1	2	3	4	5
6.	Counselors are readily accessible to students with problems.	na	1	2	3	4	5
7.	The facilities and equipment available for conducting responsive services are adequate.	na	1	2	3	4	5
8.	The materials available to support implementation of the responsive service activities are effective.	na	1	2	3	4	5
9.	Student growth resulting from responsible service activities is assessed regularly.	na	1	2	3	4	5
10.	The effectiveness of the responsive services activities is evaluated annually.	na	1	2	3	4	5

System Support

1.	Administrative procedures encourage appropriate use of the counselor's special skills.	na	1	2	3	4	5
2.	Counselor involvement in nonguidance and counseling activities is streamlined.	na	1	2	3	4	5
3.	On-campus communication mechanisms are established which facilitate collaboration between the guidance department and administration.	na	1	2	3	4	5
4.	On-campus communication mechanisms are established which facilitate collaboration between the guidance department and the instructional departments.	na	1	2	3	4	5
5.	Guidance department paraprofessional staff provide needed support to counseling staff.	na	1	2	3	4	5
6.	Time is provided for guidance program/activity planning and evaluation.	na	1	2	3	4	5
7.	A reasonable budget is appropriated to the guidance department by the campus administration.	na	1	2	3	4	5
8.	Facilities and equipment are available and adequate for effective implementation of the program.	na	1	2	3	4	5
9.	Counselor(s) is/are provided sufficient access to students so that time is available to implement effective guidance and counseling activities.	na	1	2	3	4	5
10.	Opportunities are provided and taken for counselor(s) to explain the guidance and counseling program to the staff.	na	1	2	3	4	5
11.	Opportunities are provided and taken for counselor(s) to explain the guidance and counseling program to the community.	na	1	2	3	4	5

Source: Gysbers, Norman C. and Henderson Patricia. (1988) Developing and Managing Your School Guidance Program. American Association for Counseling and Development, 5999 Stevenson Ave., Alexandria, Virginia 22304.

APPENDIX L

COUNSELOR PERFORMANCE EVALUATION FORM

NAME _____

SCHOOL _____

REVIEW PERIOD: FROM _____ TO _____ DATE COMPLETED _____

EVALUATION: FALL SPRING

NI = Needs Improvement

S = Satisfactory

- | | NI | S |
|--|--------------------------|--------------------------|
| 1. Implements the GUIDANCE CURRICULUM through effective instructional skills and careful planning of student group sessions (classroom activities, group activities), including: | | |
| a. effective use of instructional techniques | <input type="checkbox"/> | <input type="checkbox"/> |
| b. effective use of learning activities | <input type="checkbox"/> | <input type="checkbox"/> |
| c. contributes to interdisciplinary curriculum team effort to integrate competencies | <input type="checkbox"/> | <input type="checkbox"/> |
| d. active involvement of students in learning | <input type="checkbox"/> | <input type="checkbox"/> |
| e. selection of competencies consistent with identified student needs and district goals | <input type="checkbox"/> | <input type="checkbox"/> |
| f. evidence of student competency attainment | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENTS:

- | | | |
|---|--------------------------|--------------------------|
| 2. Implements INDIVIDUAL STUDENT PLANNING through effective use of guidance/counseling skills (individual appraisal, individual advisement and placement), including: | | |
| a. careful planning of sessions | <input type="checkbox"/> | <input type="checkbox"/> |
| b. presentation of accurate, relevant, unbiased information | <input type="checkbox"/> | <input type="checkbox"/> |
| c. involvement of students in personalized educational and career planning | <input type="checkbox"/> | <input type="checkbox"/> |
| d. accurate and appropriate test result interpretation | <input type="checkbox"/> | <input type="checkbox"/> |
| e. selection of individual planning activities consistent with identified student needs and district goals | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENTS:

- | | | |
|---|--------------------------|--------------------------|
| 3. Implements RESPONSIVE SERVICES (consultation, personal counseling, crisis counseling, and referral skills), including: | | |
| a. proper identification of problems and issues to be resolved | <input type="checkbox"/> | <input type="checkbox"/> |
| b. selection and use of counseling, consulting and referral interventions appropriate to students' problems and circumstances | <input type="checkbox"/> | <input type="checkbox"/> |
| c. works with parents to help them better understand their children and provide effective guidance | <input type="checkbox"/> | <input type="checkbox"/> |
| d. conducting well-planned and goal-oriented sessions | <input type="checkbox"/> | <input type="checkbox"/> |
| e. use of small group and individual techniques that are appropriate to the topic and to students' needs and abilities | <input type="checkbox"/> | <input type="checkbox"/> |
| f. active involvement of clients in the counseling, consulting and referral process | <input type="checkbox"/> | <input type="checkbox"/> |
| g. timely follow-up | <input type="checkbox"/> | <input type="checkbox"/> |
| h. provision of service consistent with identified student needs and district goals | <input type="checkbox"/> | <input type="checkbox"/> |

COMMENTS:

4. Implements SYSTEM SUPPORT through effective program monitoring and management as well as providing necessary support for other programs, such as:
- a. providing a comprehensive and balanced counseling program
 - b. selecting program activities which meet identified, priority areas and are consistent with building and district goals
 - c. collecting evidence that students achieve meaningful outcomes from program activities
 - d. operating within established procedures, policies, and priorities
 - e. working cooperatively with school staff and community to garner support for the counseling program
 - f. implementing programs that explain the school counseling program
 - g. attending to ideas and concerns regarding the counseling program

COMMENTS:

5. Non-Guidance Issues
- a. contributing to organizational solutions outside of assigned responsibilities
 - b. providing leadership in building or district inservice activities and sharing skills, training and knowledge
 - c. supporting building administration policies and goals
 - d. supporting district policies and goals

COMMENTS:

APPENDIX M

MODEL LEARNER GOALS

Guidance: Personal Development Learner Goals: Primary (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

- (a) Develop a positive self-image, personal initiative, and physical independence.
- (b) Experience security in his/her school environment.
- (c) Be able to identify and express feelings.
- (d) Develop decision-making skills and accept responsibility for his/her decisions.

Guidance: Personal Development Model Learner Goals: Intermediate (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to develop:

- (a) A sense of conscience, morality, personal value, and self-worth.
- (b) A positive and realistic self-concept.
- (c) An acceptance of sexuality and physical image.
- (d) Self-direction and independence.
- (e) Appropriate ways to express feelings.
- (f) Strong decision-making skills and an acceptance of responsibility for his/her decisions.

Guidance: Personal Development Model Learner Goals: Upon Graduation (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, a student shall have had the opportunity to:

- (a) Develop personal independence as a responsible adult.
- (b) Identify and use resources that help him/her cope successfully with life's complexities.

Guidance: Social Development Model Learner Goals: Primary (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

- (a) Share experiences and manage school, family and social concerns.
- (b) Develop a sense of belonging.
- (c) Understand and appreciate the rights of others.
- (d) Understand that other people have feelings.

Guidance: Social Development Model Learner Goals: Intermediate (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

- (a) Gain a sense of social recognition.
- (b) Have the opportunity to establish close peer relationships.
- (c) Recognize and respect the fact that different people have different values and systems of values.

Guidance: Social Development Model Learner Goals: Upon Graduation (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

- (a) Develop a sense of responsibility to self, others, and society.
- (b) Use abilities and skills in establishing and maintaining family, peer, and community relationships.

Guidance: Educational Development Model Learner Goals: Primary (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

- (a) Realize the meaning and value of learning.

Guidance: Educational Development Model Learner Goals: Intermediate (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to develop:

- (a) Skills with which to form goals.
- (b) An awareness of the need for lifelong learning.
- (c) Motivation for achievement of personal goals.

Guidance: Educational Development Model Learner Goals: Upon Graduation (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

- (a) Formulate and attain realistic long-term goals.
- (b) Strengthen his/her awareness of the need for lifelong learning.

Guidance: Career Development Model Learner Goals: Primary (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

- (a) Understand the nature and values of occupations at home, school, and within the community.
- (b) Develop an awareness of his/her emerging interests and talents and their relationship to occupations.

Guidance: Career Development Model Learner Goals: Intermediate (In accordance with ARM 10.55.603 and ARM 10.55.1001) (a) By the end of the intermediate level, the student shall have had the opportunity to:

- (a) Assess individual values, interests, aptitudes, and abilities and their relationship to career development.
- (b) Increase his/her understanding of the components of career planning.
- (c) Begin in-depth exploration of career fields and specific occupations.

Guidance: Career Development Model Learner Goals: Upon Graduation (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

- (a) Use career guidance information and resources to plan for postsecondary education, vocational training, and/or work.

Guidance Program Development (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) The guidance program shall be developed for all program areas.

- (a) The school shall ensure confidentiality and privacy for counseling and the security of guidance records.

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